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ABSTRACT

The guide is designed as an activity supplement for social studies teachers interested in helping students in grades 6-12 improve their ability to critically read social studies materials with a global focus. In addition, teachers are provided with basic tools to use in assessing the readability of social studies materials. The activities are based upon specific reading and thinking skills, concepts, content, and issues of importance in the social studies. The nine chapters deal with critical thinking and reading abilities such as formulating questions, identifying problems, gathering and categorizing information, making judgments, understanding different perspectives, recognizing bias, and analyzing propaganda. Chapter one defines basic reading skills necessary for understanding social studies materials. Chapter two presents activity models for reading social studies concepts. Chapters three, four, and five are concerned with word meanings, social studies vocabulary, and functional literacy. Chapter six presents activities to improve students' ability to read maps. Chapter seven provides teachers with systems for checking the readability of social studies materials. The concluding chapters focus on skills for reading newspapers and for analyzing and evaluating propaganda. Each chapter contains a general introduction followed by teaching activities for which objectives, grade level, time, materials, and procedure are specified. (Author/DB)

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Skills Series, Volume One

TEACHING READING IN THE SOCIAL STUDIES:

A GLOBAL APPROACH

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First draft of experimental materials for evaluation purposes.

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INTRODUCTION

Overview

To be functionally literate in today's world with the increasingly rapid rate of change and the dynamics of interdependence working on each of us, we must develop the ability to critically read and think about our global society and our role in such a changing world.

This guide is designed as an activity supplement for social studies teachers interested in helping students in grades 6-12 improve their ability to critically read social studies materials. In addition to activities that emphasize basic skills, the activities also present concepts, content, and issues important to the development within students of a global perspective about themselves and their world.

The activities are organized into topical units which deal with specific reading and thinking skills related to the teaching of social studies. It is hoped this arrangement will serve multiple purposes: as a resource of activities to develop critical reading skills on a given social studies topic, as a reference for skill teaching, and as a model for further materials development by teachers.

Rationale

Developing the ability to critically read and think about our global society is important in developing a global perspective. With increasing regularity, each of us is confronted with the facts of global interdependence. The results of the exponential increase in information, population, technology, and travel speeds are quickly becoming undeniable fixtures of global society. As individuals, we are more accessible to and more aware of each other and the global conditions in which we live. Our personal environments are filled with

information about global concerns, such as war, energy, resource depletion, human rights, and the quality of life. This vast amount of information should be critically examined by each of us.

Daily, we confront rising coffee prices, higher gasoline prices, disarmament talks, and policy statements regarding the human rights of all who occupy the earth. Each of us will find a way to make some sense out of these events. Each of us must learn to cope; that is, we will decide what these events and information mean to us and we will act accordingly. Simply put, we will find a way to make personal sense of our world, whatever the dimension and characteristics. Critical reading and thinking are tools that each of us can find useful in formulating our own global perspective.

What part can the schools play in aiding individuals in this process of making sense out of their world? Simply adding more information about the state of our planet to the information students receive in increasing amounts from outside the school will not necessarily increase either students' abilities to cope with the information or manage their lives in ways consistent with global conditions.

By helping students to critically read and think about the information they receive, both in and out of school, in terms of their experiences, goals, and values, teachers can increase the likelihood that students will have the skills to cope with the anatomy of their futures.

Critical reading and thinking involve a host of abilities, skills, attitudes, and values. Critically thinking students would be formulating questions, identifying problems, gathering and categorizing information, making judgments, identifying and understanding different perspectives, recognizing bias, and decoding and analyzing propaganda. Often, social studies teachers have made a distinction between reading and critical thinking. Yet, reading is a crucial

part of critical thinking, inquiry, the discovery method, and problem solving. Critical thinking is important to the reading process when examining the media, pictures, primary sources, literature, maps, newspapers, and magazines.

A careful examination of suitable thinking skills and social studies materials focusing on global perspectives indicates a close relationship between reading ability and critical thinking ability. The abilities of students to exert influence over their lives and the lives of others; make decisions and judgments dealing with conflicts, cross-cultural communication, and public policy; and perceive one's place and involvement in the world system correlate with student ability to read and write critically.*

Reading and the Social Studies Teacher

It is often assumed that a child has (or should have) mastered necessary reading skills in elementary school. This phase is often called "learning to read." After that time, students are expected to "read to learn," a very different process. Most of the time, skills needed to effectively accomplish the latter have been left to chance when practice in critically reading and thinking could have paid off. This means that if a social studies student is expected to "read to learn," the teacher has the responsibility to assist him or her in attaining those abilities.

In the past, the most common response of social studies teachers to this responsibility has been to shift the teaching of reading skills to the reading or language arts departments. This approach is not particularly useful because it often implies to the student that reading and critical thinking are two

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*David C. King, Margaret S. Branson, and Larry E. Condon, "Education for a World in Change: A Working Handbook for a Global Perspective," Intercom (84/85, 1976), pp. 26-31.

separate skills. Following a special unit, "Reading in the Content Areas," in a Minnesota junior high school, a social studies assignment was given to above average 7th graders which could be done quickly and easily if skills from the unit were applied. Observers noted almost no transfer of reading skills to the assignment. Students merely hunted for answers. As a result, many questions requiring synthesis of information were not answered. When the experiment was carried into high school classes, the same results were noted. Students had become simply more skillful in "answer seeking," not in critical reading or thinking.

Both reading and thinking skills are more useful if presented in a meaningful context which allows immediate application to the social studies topic. Perhaps this sounds overwhelming. After all, content area teachers have plenty to do in just "covering the material." In response, it is hoped that when using this guide for reading and the social studies, you will realize that the following approach to social studies teaching may also be applicable: teaching critical reading and thinking are basic to teaching the content, especially content as diverse, complex, and important as that involved in global studies.

Format of Guide

This guide is divided into topical sections. Each section examines an area of critical reading or thinking that applies directly to social studies teachers in grades 6-12. Each section begins with a general introduction about the topic and is followed by teaching activities that can be used as presented or adapted for use in classes where the content differs from that provided in the activity. Essentially then, each activity is a model--an activity model demonstrating how critical reading and thinking skills can be integrated into regular social studies teaching.

Wherever possible, the content of these activities relate to global issues and abilities that are useful in developing a global perspective for students. The content of the activity need not focus specifically on a global issue in order for that activity to be useful in the development of a global perspective. Activities that develop the skills of students to critically read and think about any part of their world are as important to the development of a global perspective as any discussion of a global issue.

Each section stands alone. There is not a sequence for teaching with this guide. Teachers must first identify the abilities of their students and then choose activities that will help students increase their skills at reading and thinking. Because students in any class are reading and thinking at many different levels at different times, the activities have been developed so that students can get involved at many different skill levels.

Description of Each Section

Reading Skills. Students are famaliarized with basic reading skills that will help them read social studies materials. Frame of reference, decoding, and comprehension receive special emphasis.

Concept Development. A number of activity models are presented to help both teachers and students read social studies concepts in a critical, analytical way.

Word Meanings. Students can better understand social studies materials if they understand the meaning of the words they read. This sections explores semantics, technical jargon, and the process of meaning making.

Social Studies Vocabulary. Building a social science vocabulary helps a person read better. These activities integrate social studies content with vocabulary games which can easily be integrated into a teaching unit.

Functional Literacy. Activities are presented which provide skills to combat illiteracy by demonstrating some ways people can be made illiterate. The activities show that more is involved in being illiterate than simply not being able to read.

Reading Maps. These activities focus on improving student ability to use symbols, directions, and scales when reading maps. Emphasis is on helping students understand the function of maps in studying social issues.

Reading Social Studies Textbooks. Teachers are provided with systems for checking the readability of social studies materials. Emphasis is placed on ways to critically read and evaluate textbook data in the classroom.

Reading Newspapers. Attention is placed on newspapers as an information medium. Activities deal with the following questions: What is a newspaper? How can one use the information? What questions or concerns should be kept in mind when reading newspapers?

Reading Propaganda. This section focuses on building skills for awareness, analysis, and evaluation of propaganda. The activities serve as analytical models which can be applied to political propaganda.

Objectives of Guide

1. To provide teachers with teaching activities focusing on reading and thinking skills useful in the development of a global perspective in students.
2. To provide teachers of social studies with classroom activities that integrate reading and thinking skills with social studies content and objectives.

3. To provide teachers with activity models that can be adapted to most social studies topics.

4. To provide teachers in the social studies classroom with basic tools to use in assessing the readability of social studies materials.

SECTION 1

READING SKILLS

INTRODUCTION

These activities demonstrate important aspects of the reading process in a format that is useful in social studies classes. Many of these activities are models for use by the teacher by simply substituting appropriate data within the activity framework. Other activities can be used as they are to demonstrate to students aspects of the reading process in a way that will enable the students to better understand and communicate to the teacher those reading skills that may be preventing them from effectively reading the materials used in the classroom.

Title: WHAT IS TAUGHT AND WHAT IS CAUGHT

Introduction: Much of what we teach to students is presented to them with the assumption that they will learn the material as we have given it to them. Basic to this entire guide and to the effective teaching of reading and thinking skills is the fact that what is taught is not necessarily what is caught. Ten people can read the same document and get ten different meanings from what they read. This difference in interpretation has little to do with the ability of the person to read the words on the page. The interpretations have everything to do with the frame of reference, experiences, and perceptions of the reader. This reading helps to document this point.

Grade Level: 6-12

Time: 10-50 minutes

Materials: Copies of the student handout titled "What Is Taught and What Is Caught" for each person in the class

Procedure:

Step 1. Ask the students if they can remember what they learned about geography when they were in second, third, or fourth grade. Tell them you are going to read to them (or have them read) what one boy remembers that he learned about geography.

Step 2. Read the following article or have students read the article, picking out those statements that indicate that the boy learned something other than what the teachers probably had in mind.

Step 3. Ask students to suggest possible reasons that would explain why people do not always learn the same thing, even when they have read the same materials.

Some possible explanations include the following:

cultural training
individual perceptions
frame of reference
purpose in reading materials
motivation
time taken to examine materials
rewards and punishments associated with the reading and learning
past experiences

Step 4. Each of these factors affects what we read, how we read, and what we will learn when we read. These factors must be taken into account when studying social studies materials.

Follow-up:

1. Have the students write a "what is caught and what is taught" essay for a country, topic, or issue that you are presenting to the class. It should document that what is caught is not what is taught.

2. Have the class write a "what is caught and what is taught" essay for a country, topic, or issue that they studied in first, second, or third grade.

3. Use this approach after students have read a difficult text or at the conclusion of a discussion. Share what was learned by the class to constantly remind you and the students that what is caught and what is taught are not always the same things.

WHAT IS TAUGHT. . .AND WHAT IS CAUGHT?*

The following excerpt from "My Life as a Small Boy" by Wally Cox very cleverly makes the point that oftentimes what we teach and what students hear are two different things.

"You are probably wondering what I learned in geography class. I will tell you, and that will ease your mind.

"To begin with, there were Leeds, Lowell, and Manchester on the Merrimack River, unless Merrimac is just the name of a Confederate ironclad vessel, in which case it was history and not geography. You got that straight?

"Anyway, Leeds, Lowell, and Manchester were important in the manufacture of textiles, which I learned to pass the test, but either they didn't tell me what textiles were, or I couldn't believe they would go to the bother of calling cloth "textiles" when they already had a word for it that everybody knew was the real name of it. I certainly didn't know what textiles were by the time the test rolled around. But I certainly knew what Leeds, Lowell, and Manchester manufactured.

"Brown on the map is best, because it is young, rugged mountains, while brown hatching is old, worn-down mountains. You can't do anything in the mountains but mine gold.

"Bauxite is extensively mined somewhere. They only used to mine a little bit of it, but now they mine a lot.

"The ocean is full of arrows. Thick arrows come off New York and San Francisco with manufactured goods, and thin little arrows come off South Sea islands with copra and jute. An awful lot of islanders have been fooled into raising or hunting copra and jute. I never met anybody who had any use for either one, but there was an awful lot of it coming off in thin arrows from a lot of hot places, when I was a boy.

"I almost forgot about sisal hemp. It's just as good as copra and jute, as far as natives are concerned. Natives are people who wear hardly any clothes and therefore can only think of raising copra and jute and sisal hemp. They carry it around on their heads. Luckily, missionaries got here and showed them how to wear some clothes so we can take their picture carrying jute on their heads, in rows, through the jungle to the boat, and there won't be any dirty pictures in the geography book.

"China exports silk, or it used to when I was a boy. This was because a Chinese princess was having tea outdoors and a worm got in it. So they made her a solid silk dress so that she could get over it. Or else it was Japan. Actually, China and Japan are the same in geography, only you got to know both names for the test. Tea, don't forget tea, which is good for

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*Developed by Center for Global Perspectives, 218 East 18th Street, New York, New York 10003.

both countries. Japan sends out tea because Admiral Perry made them. Or Dewey. Tea is also exported because of the worm incident, which was evidently one of those things that make a whole country sit up and think what it can export.

"We export machinery because we are smart, and the other countries export raw materials because they are stupid."

Title: PERCEPTION, COMMUNICATION, AND STEREOTYPES

Introduction: The process of communication seems relatively simple. We attempt to transmit an idea that another person will receive and understand. Yet the means of transmitting our ideas has an effect on the way our idea is read (that is, perceived and understood). Verbal messages based on words are much more open to varying perceptions than visual messages based on pictures. A word can have a defined meaning, a connotative meaning, and a stereotyped meaning.

Stereotyped perceptions of messages from others result in poor communication because the idea transmitted is not the idea as it is read. This problem is complicated even more when persons from different cultures and frames of reference attempt to communicate with each other. In a world where the necessity for clear communication is apparent, students should be aware of the potential for stereotyped communication and its potential for poor communication and conflict.

Objectives:

To help as they read them, students become aware of the stereotyped interpretations that are placed on words and how these stereotyped perceptions hinder useful communication.

To help students recognize the fact that messages can be read and perceived in a number of ways and that an attempt must be made to understand the frame of reference of the person with whom one is communicating.

Grade Level: 6-12

Time: 20-40 minutes

Materials: Chalkboard or transparency and overhead projector

Procedure:

Step 1. Tell the class that you would like to do a short exercise in communication. You are going to transmit a written idea to the class and they are going to attempt to show that they understand the message by drawing a picture of the idea.

Step 2. Write the following description on the board, or have a copy made of the description to distribute to students. A transparency can be made of the description.

An Elephant Bell

Elephant bells are for practical as well as decorative purposes. The true Bengal bell is sphere-shaped and approxiamtely three inches in diameter. At the top is a small knob which is fastened into the elephant's banners. The bottom half of the bell is made up of claws against which the free-swinging clapper hits to produce the sound.

Read this description carefully one time to the class, then cover the description. Ask the students to draw an elephant bell as best they can. Collect the drawings and go over them, sorting them into groups that have some similarities. The basic patterns drawn might be placed on the overhead projector or on the blackboard. At this point, show the students a drawing of the bell that is close to the description.

Follow-up:

1. Why are the drawings so much different from the one fitting the description?

2. Where did you get your idea of a bell for your drawings? Church bell, cow bell, bell curve, etc.

3. Was I successful in communicating my ideas? Why not?

4. Would I have had the same problem communicating if I had shown the drawing to you first and then asked you to draw the elephant bell you saw?

Additional Suggestions: Try writing a description of some object from another culture that will elicit a stereotyped perception when you attempt to communicate the idea. Test your description to see what the results are.

Title: DIRECTED READING ACTIVITY AND SQ3R

Introduction: What many reading researchers know about the reading process is best reflected in these activity outlines. The directed reading activity is for the teacher and the Survey, Question, Read, Recite, and Review method (SQ3R) is for the student. Both indicate some important steps one should consider in reading social studies materials, especially textbooks.

Objectives:

To provide students with a guide to use in reading social studies materials.

Grade Level: 6-12

Time: One class period

Materials: Copies of SQ3R for each student to be used as a study guide

Procedure:

Step 1. Hand out "Steps in the SQ3R Method of Study" to each student.

Step 2. Discuss with the class the use of SQ3R for reading their assignments better.

Step 3. Give students a reading assignment. Have them follow the directions on the SQ3R study sheet for their assignment.

Teaching Suggestions: In using the Directed Reading Activity or the SQ3R, a number of items should be considered.

1. The Directed Reading Activity and the SQ3R are only models which indicate important steps in the reading process. The steps need not be followed exactly and should not be presented to students over and over in the same format.

2. The SQ3R method is closely related to the process described in social studies by inquiring, discovery, and problem solving approaches to learning. In most cases these methods cover each step in SQ3R and should be used in preference to the SQ3R if such a procedure will increase student participation and variety of presentation.

3. The SQ3R presents a model that can be utilized in preparing lessons. Such preparation may result in many students finding the materials easier to read and understand.

DIRECTED READING ACTIVITY

The purpose of this style of teaching and learning is to guide both teachers and students logically through both process and materials. It consists of three general steps: pre-reading, reading, and post-reading activities.

Pre-reading

1. Goal setting - purpose of exercise is determined and is known by both teacher and students.

2. Vocabulary development - familiarity, specific definitions, concept-carrying terms.

3. Background and framework development - The student is given a context for the activity which includes the background of experiences and general framework to which new information may be related.

Reading

1. Silent reading - This is a text-centered activity in which the reader collects information to meet goals.

Post-reading

1. Discussion - Students and teachers exchange information, demonstrate learning.

2. Written exercises -

3. Project development - Use of information and concepts to do activities which reflect learning.

4. Be creative! - Extend understanding, further concepts, and relate experiences.

SQ3R

The SQ3R method of study reading is related to the Directed Reading Activity. The DRA is primarily a teacher tool while SQ3R is a student tool, both of which accomplish virtually the same thing.

STEPS IN THE SURVEY Q3R METHOD OF STUDY

SURVEY 1. Glance over the headings in the chapter to see the few big points which will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussions will cluster. This orientation will help you organize the ideas as you read them later.

QUESTION 2. Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while explanatory detail is recognized as such. Turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this a query for which he must read to find the answer.

READ 3. Read to answer the question, i.e., to the end of the first headed section. This is not a passive plodding along each line, but an active search for the answer.

RECITE 4. Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can do this, you know what is in the book; if you can't, glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief!

NOW REPEAT STEPS 2, 3, and 4 ON EACH SUCCEEDING HEADED SECTION. THAT IS, TURN THE HEADING INTO A QUESTION. READ TO ANSWER THAT QUESTION, AND RECITE THE ANSWER BY JOTTING DOWN CUE PHRASES IN YOUR OUTLINE. READ IN THIS WAY UNTIL THE ENTIRE LESSON IS COMPLETED.

REVIEW 5. When the lesson has thus been read through, look over your notes and get a bird's eye view of the points and of their relationship and check your memory as to the content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

These five steps of the Survey Q3R Method--Survey, Question, Read, Recite, and Review--when polished into a smooth and efficient method should result in the student's reading faster, picking out the important points, and fixing them in memory. The student will find one other worthwhile outcome: Quiz questions will seem happily familiar because the headings turned into questions are usually the points emphasized in quizzes. In predicting actual quiz questions and looking up the answers beforehand, the student feels that he is effectively studying what is considered important in a course.

Title: READING LEVELS

Introduction: No one reads with the same ability or speed all the time. It can prove helpful to social studies teachers if they are aware of which of three major reading levels a student may be reading the social studies material at. In this activity, students can become aware of the fact that they read at different levels and that this may relate more to the type of material than to the ability of the reader. See page 27 for discussion on independent, instructional, and frustration reading levels.

Objectives:

To recognize that student success in class will be directly related to the reading level of the individual student.

To help students understand that they read at different levels and that they can and should make these difficulties known to the teachers.

To emphasize to teachers that it is difficult to teach when using material that is being read at a level of frustration.

Grade Level: 6-12

Time: 20-30 minutes

Materials: Copies of the three readings titled "The World's Highest Junk Yard."

Procedures:

Step 1. Hand out Junkyard #1.

1. Directions: You have 30 seconds to read this. Plenty of time. Then a quick five question quiz. Yes, it will count on your grade.

2. Observe reactions during reading. Ask one or two questions.

3. Discuss feelings of anger, frustration, lack of motivation.

Step 2. Hand out Junkyard #2.

1. Directions: This is a story about an unusual junkyard. It's unusual because of its location and the kind of junk it has. See if you can find out why this junkyard is so different.

2. Discuss reactions, changes, ease of reading.

Step 3. Hand out Junkyard #3.

1. What word could go in the blank? How did you feel when reading this one? Why was this reading so much easier?

Step 4. Hand out "Levels of Reading."

1. Relate each to exercise.

2. Discuss differences and resulting needs. Encourage students to inform you when the materials they are reading are at a frustration level.

3. What makes each reading so different? Each story is the same.

Key to Readings:

The World's Highest Junkyard #1.

This edition is at the frustration level of reading. That means that ten out of 100 words are unknown to the reader. Although 90% of the words are known, it is very frustrating to read the material. Students normally reading at this level have a difficult time in the classroom.

The World's Highest Junkyard #2.

This edition is at the instructional level of reading. That means that five of 100 words in the reading are unknown to the reader. At this level, a student can basically understand what is read, although not completely.

The World's Highest Junkyard #3.

This edition is at the independent level of reading. That means that one of 100 words are unknown to the reader. At this level, a student can understand what is read.

Teaching Suggestions:

1. You can also do this activity by giving one-third of the class reading #1, one-third of the class reading #2, and one-third of the class reading #3. After the quiz, discussion about why some students did better than others is often much livelier. Also, the reading levels handout means more to both students and teachers.

READING LEVELS

Independent Level

This is the level at which a student can read with no more than one word recognition error in each 100 words (99%) with at least 90% comprehension.

The independent reading level is the highest level at which the student can read with full understanding and ample evidence of success. The reading is done without tension movements, lip movement, finger pointing, and other evidences of difficulty.

Silent reading is characterized by a relatively fast rate of comprehension and absence of vocalization. Oral reading is characterized by superior comprehension, rhythm, accurate interpretation of punctuation, accurate pronunciation of more than 99% of the words, and a conversational tone.

At the independent level, the reading is fluent and good reading habits are practiced. At this level the child should be able to read from trade books with efficiency.

Instructional Level

This is the level at which the student can read with no more than five word recognition errors in 100 words (95%) with 80% comprehension.

The instructional, or teaching, level is the highest level at which the child can read satisfactorily under teacher supervision in a group situation. For normal progress, this reading has the same characteristics as independent reading, with one exception: the student may require help on the recognition of not more than five words in 100.

At this level the student should be able to read successfully with teacher guidance. This should be the level of the student's content reading material.

Frustrational Level

This is the level at which the pupil can no longer read effectively. Comprehension is about 50%, based on factual and inferential questions. The student is unable to pronounce more than 95% of the vocabulary.

NO student should be required to read at this level.

The World's Highest Junkyard

On the side of a mountain in xxxxxxx, at the xxxxxx of 26,000 feet above sea level, can be found the world's highest junkyard. It is a very specialized junkyard of xxxxxxx oxygen bottles, ice-axes, crampons, and other equipment, the tools of the mountaineer. Since the xxxxxxx of Mount Everest in 1849 war-like xxxxxxx have been launched against the mountain, but it was not until 1953 that Hillary and xxxxxx stood on the xxxxxx at 29,000 feet. In 1963, when six men of an American expedition climbed the mountain by two xxxxxx, xxxxxx in this unusual junkyard found two full oxygen bottles.

The World's Highest Junkyard

On the side of a mountain in xxxxxx, at the height of 26,000 feet above sea level, can be found the world's highest junkyard. It is a very specialized junkyard of xxxxxx oxygen bottles, ice-axes, crampons, and other equipment, the tools of the mountaineer. Since the discovery of Mount Everest in 1849 war-like xxxxxxxx have been launched against the mountain, but it was not until 1953 that Hillary and Tensing stood on the xxxxxx at 29,000 feet. In 1963, when six men of an American expedition climbed the mountain by two routes, xxxxxxxx in this unusual junkyard found two full oxygen bottles.

The World's Highest Junkyard

On the side of a mountain in Tibet, at the height of 26,000 feet above sea level, can be found the world's highest junkyard. It is a very specialized junkyard of castoff oxygen bottles, ice-axes, crampons, and other equipment, the tools of the mountaineer. Since the discovery of Mount Everest in 1849 war-like xxxxxxxx have been launched against the mountain, but it was not until 1953 that Hillary and Tensing stood on the pinnacle at 29,000 feet. In 1963, when six men of an American expedition climbed the mountain by two routes, rummagers in this unusual junkyard found two full oxygen bottles.

Title: CLOZE PROCEDURE

Introduction: The cloze procedure is a useful method for both teacher and students in determining to what degree the reader comprehends what is read. Often a student can read (decode) the words, but does not understand what has been read. Comprehension is a crucial part of reading. A student who does not comprehend what is read cannot be considered to be reading completely and definitely is not capable of critical reading about a social issue or historical event. The cloze procedure requires students to fill in blanks in the text in order to make it meaningful. Thus, if the student "understands" the text, he can fill in many blanks accurately.

Objectives:

To indicate to students how they comprehend what they read.

To help teachers determine the ability of students to comprehend social studies materials used in that class.

To provide a model that can be used in developing activities that document student comprehension of social studies concepts.

Grade Level: 6-12

Time: 30-50 minutes

Materials: Copies of the reading "Knowing the Answers" for every student

Procedure:

Step 1. Choose a passage about 250 words long with these limitations (or use the prepared reading, "Knowing the Answers"):

a. It must have self-contained content
b. It should not contain many proper nouns

Step 2. Delete every 5th or 8th word (if it is a proper noun, then use the next word). Make all blanks the same length.

Step 3. Give copies of the passage with blanks in it to students with these directions:

> You are to fill in the blanks as best you can. You will have as much time as you need. It will be easier if you read the whole thing once quickly. Then go back to the start and read carefully until you come to a blank. If you can't think of what should fill the blank, read ahead and then come back. In other words, you will probably have to go back and forth around some blanks to fill them in.

Step 4. Students may check their own answers or exchange with other students. Responses must be the same word or a very close synonym (i.e., for ship, boat may be acceptable).

Score reading levels according to the following scales:

below 44% accurate - Frustration
44%-57% accurate - Instructional
above 57% accurate - Independent

Follow-up: This activity can be performed with any textbook selection when you as the teacher would like to determine the students' abilities to comprehend what they are reading.

Answers:

child; frightened
thunder
your; brother
comfort; calmed
that; clouds
it; cold
mass; if
correct
about; thunder
that; would
explanation; someone
must; better
as; explain
a; happening
and; early
for
intrigued; him
of
twinkling; of
birth; important
is; more
knowing
and; in
needs; is
he
answers; to
need; to
too; unique
animals; who
believe
true; animals

"Knowing" the Answers*

As a very young _____, you may remember being _____ by some natural occurrence--_____, for example. Running to _____ parents or an older _____ or sister, you sought _____ and protection. They probably _____ your fears by explaining _____ "it was only the _____ bumping together," or that "_____ was a mass of _____ air banging into a _____ of hot air." Even _____ their explanations were scientifically _____, you probably learned nothing _____ the true nature of _____, for it is unlikely _____ at that age you _____ have really understood the _____. But the fact that _____ "knew" what had happened _____ have made you feel _____. Thunder is somehow not _____ scary if you can _____ to yourself, even in _____ fanciful way, what is _____. In a similar way _____ for the same reasons, _____ man thought up explanations _____ the natural phenomena which _____, startled, and often frightened _____-- earthquakes, drought, the movements _____ the sun and moon, _____ stars, the sudden death _____ a mate, the _____ of a child. "Knowing" is _____ to man because he _____ a curious animal. But _____ important, it is through "_____" that man finds security _____ the will to survive _____ his threatening world. Man _____ to know because he _____ uncomfortable and insecure when _____ does not know. The _____ do not necessarily have _____ be scientifically correct; they _____ only be convincing enough _____ dispel his fears. This, _____, is a trait _____ in man. Among the _____, man is the only one _____ knows and yet continues to _____ things that are not _____. Man alone of all the _____ is superstitious.

---

*Passage from Richard E. Gross and David Weitzman, Human Origins (Houghton Mifflin Company, 1974) p. 8.

Title: COMMON EXPRESSIONS AND CODES AND CIPHERS

Introduction: These activities document a basic principle in reading that becomes crucial when reading social studies materials, such as maps, and when trying to read such things as political symbols and nonverbal communication. This principle is that of decoding. Unless one has the ability to decode the symbols on the printed page, he will have no way of reading those symbols. Many factors help determine whether the student will be able to successfully decode the word or symbol. These factors will be considered in detail as each social studies material is considered. This activity simply makes the role of decoding in the reading process apparent.

Objectives:

To make students and teachers aware of the need to properly decode a message in order to read it.

To examine some of the factors that affect our ability to decode a message.

Grade Level: 6-12

Time: One class period

Materials: Copies of "Common Expressions" and "Codes and Ciphers" for each person in class

Procedure:

Step 1. Hand out the one-sheet activity titled "Common Expressions." Ask if students can tell you how the symbols, signs, and letters in each numbered box should be read. Have them write these down on paper.

Step 2. Go over the answers listed below. List and discuss the factor that determined whether the sign, symbol, or word was properly decoded. What factors can make social studies materials difficult to decode, much less comprehend? What would you consider to be the basic difference between decoding and comprehension when reading?

Step 3. Hand out "Codes and Ciphers" to the students. Explain that just as they needed certain skills to decode "Common Expressions," they will need certain skills to decode "Codes and Ciphers." Have them decode the messages.

Follow-up:

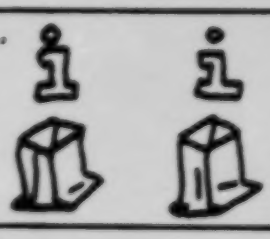
1. Discuss the fact that students cannot decode many social studies terms for the simple reason that they lack the background, experience, or understanding needed to decode the meaning of the term.

2. Have students document social studies materials that are difficult to decode because of factors related to frame of reference or socialization.

Answers:

1. a sock in the eye
2. a pair of pants
3. a flat tire
4. ring around a rosie
5. lone ranger
6. safe at first
7. keep it under your hat
8. a broken engagement
9. misunderstanding between friends
10. the worm turns
11. bags under the eyes
12. a crooked lawyer
13. right in the middle of everything
14. far away from home
15. mixed up kid
16. six of one kind, half a dozen of another
17. no stone unturned
18. take one before meals

COMMON EXPRESSIONS

1.	2. PANTS PANTS	3. TIRE
4. R G ROSIE I N	5. RANGER	6. SAFE FIRST
7. KEEP IT	8. ENGAGE MENT	9. FRIENDS STANDING MISS FRIENDS
10. MAOW 3HT	11. 	12. LAWYER
13. EVERY RIGHT Thing	14. FAR Home	15. DK I
16. ONE KIND ANOTHER ONE KIND ANOTHER ONE KIND ANOTHER ONE KIND ANOTHER ONE KIND ANOTHER ONE KIND ANOTHER	17. STONE STONE STONE	18. TAKE ONE MEALS

DIRECTIONS: Identify as many "expressions" as possible within 10 minutes.

CODES AND CIPHERS

T A W S T O A D A I ? H T A N S H R W S T

Does this look like one long spelling mistake to you? It's not. Actually it's a message written in code--the Rail Fence Code used during the American Civil War. Would you like to send a secret message to someone? Would you like to "break" a secret code someone else uses?

This activity will introduct you to cryptography (from the Greek cryptos = secret and graphos = writing). Cryptography is the study of codes and ciphers. There are thousands of codes that have been developed since the time humans first discovered the need to communicate in secret.

This activity will introduce you to several codes which you can use to communicate with a friend:

Rail Fence Code
Pig Pen Code
A Short Message Code
Transposition Ciphers

After you have worked with the codes in this activity, you might want to find out more about cryptography and the use of codes in history.

RAIL FENCE CODE

This code is one that was used during the Civil War. Take this message:

THE RAIL FENCE CIPHER

Write the letters in a zig-zig pattern without space between the words (like a rail fence).

T E A L E C C P E

H R I F N E I H R

Then write the message on a single line. Write the upper row of letters first, followed by the lower row. This is the coded message: TEALECCPEHRIFNEIHR

To decipher the code, the message is first cut in half:

TEALECCPE HRIFNEIHR

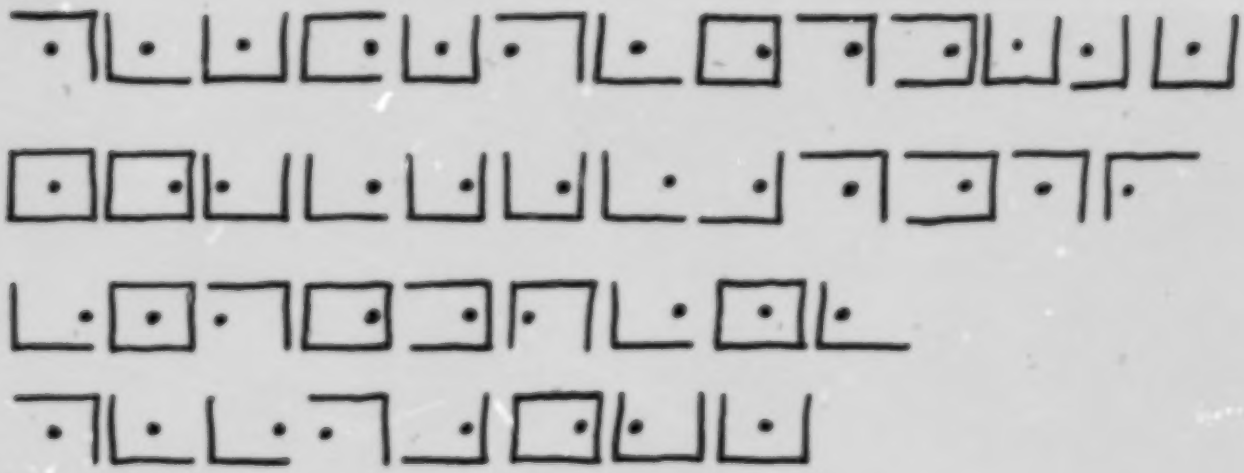
Then it is "rail-fenced." If the message has an odd number of letters, make the first "half" (top line) one letter longer than the second "half."

Now can you decode the word at the beginning of the activity?

PIG PEN CIPHER

One code system used in the 14th and 15th centuries was the Pig Pen Cipher. Baptista della Porta developed a version of it and some secret societies used it as late as 1600. It was also used during the American Civil War by Union prisoners in Confederate jails to send messages to friends outside.

Here is a message to decode:



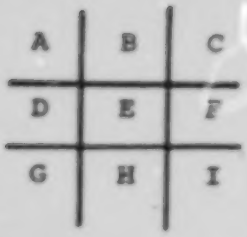
Can you see why it is called "pig-pen cipher"?

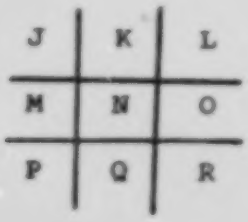
Here is the clue to the code:

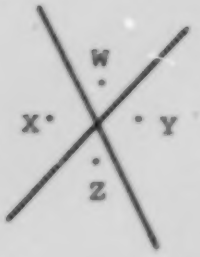
A B C	D E F	G H I
J K L	M N O	P Q R
S T U	V W X	Y Z

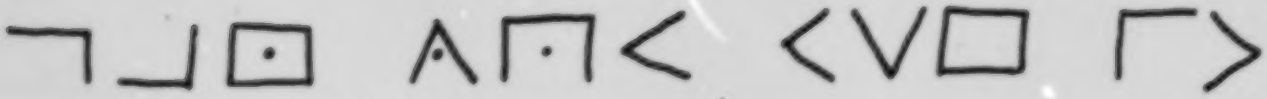
Each letter is made up of some letters and a dot. The lines show in which part of this grid the letter is found. The dot tells you which of the three letters in that part of the grid is to be used.

Here is a variation of the same cipher:









There are many other variations of this same cipher. Make some of your own and use them.

A SHORT MESSAGE CODE

Sometimes it is necessary to send a short, urgent message to someone.

Here is a good code for that purpose. It does not work well for long messages. Here is the message.

P B H R A L R E I W E I L G A A N P H Y S G T E--Smith

Do you have any idea how to solve it?

This cryptogram (secret message) is coded by writing the first letter of each word, then the second letter of each word, then the third letter, and so on. Then write all the letters into one long word on one line with no breaks.

The name at the end is the clue to the number of words in the message.

How many words are in this message? You can decode this message by working on five lines, like this:

P_____

B_____

H_____

R_____

A_____

Add the letters to each line as they appear. As soon as a word is completed on a line, skip that line and continue using the remaining letters.

TRANSPOSITION CIPHERS

Many codes are based on transposing (changing the position of) letters. The same letters are used but they are moved into some new pattern.

One easy transposition code is the "Chinese Cipher." It is called the Chinese Cipher because the message runs down and up the columns like Chinese writing.

Here is a message:

W R A E R D
O E E M O A
N L W A T N
G E E I S G
N A R N U E
I V E H O R

Can you read it? What would you need to do in order to decipher such a message? To decipher it start reading at the upper right corner. To transmit (send) the message, break it down into six letter groups like this:

WRAERD OEEMOA NLWATN GEEISG NARNUE IVEHOR

You can create many different kinds of transposition ciphers. Another particular kind of transposition code is a "diary code." An entire page would appear as a single block of code. Here is a sample message written in a "diary code."

To read this start at the lower right-hand corner and read up. Between each word insert "w," "x," "y," or "z." You can use any letters you choose for this purpose. Can you read the message?

y z x o t c p y
a s y y w a s e
d t r s n l w h
x n a r e p d t
s e i e e y n x
i v d v w o a e
h e w p t t z k
t y y c e x e a
w e , x b e m t
f h z e z c i w
o t f h e a t i

SECTION 2

CONCEPT DEVELOPMENT

INTRODUCTION

Concepts are important tools for persons who are seeking to understand the various events and systems that make up the global society we all live within. These concepts serve as handles, handles to deal with situations and problems that we can often neither see nor participate in directly.

Using and understanding concepts are so important to the development of a global perspective that the Center for Global Perspectives has based much of its curriculum work around four basic concepts: conflict, communication, change, and interdependence. These are a few of the many concepts that students can often decode, but can't critically read or think about.

Concepts become even more important when examined within the context of reading social studies materials. Often, teachers assume that students understand a concept if they can simply read the word in a textbook or use the term in a discussion. Words such as "conflict" and "culture" may be easy to decode, but additional skills are involved in understanding and using such concepts in analyzing social issues.

Many terms fall into the same category as conflict and culture. Students in social studies classes come into contact with many terms and phrases which have meanings and uses that are special to social science. Because many of these terms have little meaning to students in their personal environments, special instruction must be given to the students before holding them accountable for not understanding what they read.

In developing a global perspective, students must learn to read the concepts in a way that allows the reader to critically understand and use the concept when examining society and its interacting systems. At the same time, students make judgments and decisions, based on these concepts, that affect the future of both the students and societies.

In this section on concept development are a number of activities designed to improve a student's general social science understanding of key concepts. These activities are models which demonstrate how students can be helped to understand what concepts mean while they are engaged in the study of that concept within the unit of study. The key concepts discussed in these activities are imperialism, ethnocentrism, modernity, and society. However, the activities can be adapted to any concept you are currently teaching.

Title: APPLYING THE CONCEPT OF "IMPERIALISM"

Introduction: Imperialism is a concept that is often looked at from a political rather than from a descriptive framework. In this activity, students are asked to look at imperialistic actions. This helps students examine the conditions for imperialism apart from the specific actors or countries involved, that often makes imperialism a term used in national propaganda.

Objectives:

To examine the meaning of imperialism.

To identify student understanding of the concept by having students look at general cases of national imperialism.

Grade Level: 8-12

Time: 30-50 minutes

Materials: Copies of "Applying the Concept of Imperialism" for each student

Procedure:

Step 1. Hand out the study sheet to each student. Mention that our use of the concept "imperialism" is often clouded by our political perspective. Tell the class that this activity will give them a chance to examine those situations which are examples of imperialism.

Step 2. Let students complete the exercise.

Step 3. Discuss student ratings.

a. What are key characteristics of an action that is "imperialistic"?

b. Does it matter what country takes the action? In other words, could two countries do the same thing with one being imperialistic and the other not being imperialistic?

c. Is "imperialism" used as a concept of analysis or as national propaganda?

Follow-up:

1. Have students find historical examples of each general case of imperialism described in the activity. Were these actions considered imperialistic at the time? By whom?

2. Is imperialism good or bad? Give examples that explain how some nations could see imperialism as good and some could see it as bad.

STUDY SHEET

APPLYING THE CONCEPT OF "IMPERIALISM"

Directions: The term "Imperialism" is used constantly in historical accounts, newspapers, speeches, and discussions on foreign affairs. Many people disagree as to just what "imperialism" means. Below, you will find 25 statements describing possible international situations. You are to read each statement and then decide if country A was being (I) imperialistic, (N) not imperialistic, or (U) you are uncertain. Put the appropriate letter beside the number of the statement on an answer sheet. Names of countries are omitted, but statements represent situations that have actually happened in history. Remember, you are to judge only the action of country A. (Countries A, B, or C may be different countries in each situation.)

1. Country A, an advanced industrial nation, invades country B with its armed forces, is victorious, and places the people of B under A's political rule.

2. Explorers and pioneers of country A settle a section of the world which has no developed civilization, and with the help of armed forces eventually dominate the native peoples and make the region a colony or extension of country A.

3. Religious missionaries from country A establish missions in a backward country of the world, populated by native tribes, and peacefully convert them to the religion of country A.

4. Country A buys a large section of land from country B after peaceful negotiations.

5. Country A is attacked by country B. A war develops and country A is victorious. Country A takes over some areas previously ruled by B and puts it under A's political control.

6. Country A sends technical experts and financial aid to country B and underdeveloped nations, so as to help B become industrialized and raise its standard of living.

7. Explorers from country A are first to discover and explore a region of the world. There are no human beings on this land. A claims this land as part of its national territory.

8. A minority group within country B is dissatisfied with the rule of the government. They revolt against their rulers. Country A sends aid to the rebels and helps them take over the government. This rebel government establishes a new and independent nation.

9. The leaders of country A and country B are allies and believe in the same theory of government. A group of people in country B are against the theory of government supported by A and B. This group revolts and the leaders of country B ask country A to help put down the rebellions. Country A responds and helps crush the rebellion with superior military forces.

10. The people of a section of country A are not content under the government of A. These people are of a different race than most of A's population. They revolt against the government and declare that they want to establish their own country. The government of A sends the army to the rebellious section to put down this rebellion and succeeds in crushing the resistance of the discontented people.

11. People from country A travel to country B to settle and establish a new life. They live there peacefully for many years. Eventually they become dissatisfied with the government of B. They revolt, succeed, and then set up a new government and a new nation.

12. The leaders of the new government formed from the revolution in situation No. 11 above ask country A if their nation can become part of A, that is, be annexed. Country A agrees and A's territory is increased.

13. Country A wants country B to agree on a plan of treaty that would be very beneficial to A (such as a military treaty or trade agreement). Country B's government does not want to sign the treaty nor agree to the terms. Agents of A get some of the dissatisfied people in B to revolt. A then helps the rebels, the revolution succeeds, and the new government is friendly to A. The treaty or agreement previously proposed is not signed.

14. Businessmen from country A gain permission from country B to establish companies in B. Soon, private companies from country A control all the production and business in a certain field in country B. Because of this business control, country B does most of its trade with A.

15. A private citizen of country A goes to country B, starts a revolution, and becomes B's new president.

16. A colony from country A wants to become independent. The peoples of the colony are of a different race and religion than the mother country A. A refuses to grant the colony independence, the colony revolts, and A's army crushes the rebellion.

17. Country A and country B go to war over a minor issue not involving a territorial claim (e.g., the sinking of a ship). A is victorious. B has several colonies near A. A takes over these colonies as a prize of war and makes them her own.

18. Businessmen and private citizens of country A are living temporarily in country B. These private citizens are mobbed by citizens of B over some incident. The government of A is angered at this mistreatment of her citizens and sends troops to B to restore order.

Title: WHAT IS ETHNOCENTRISM?

Introduction: Ethnocentrism is a term used in social studies that is seldom presented to students in a format to increase their understanding of the concept and its application to their own lives. Each of us is bound to see world events from the frame of reference we have been raised with. Understanding how ethnocentrism operates in the writing of history and the interpretation of events is an important ability for students to develop. This activity demonstrates to students the effects of ethnocentrism on interpretations of history.

Objectives:

To inform students of the effects of ethnocentrism on historical writing and recognize how ethnocentric attitudes are expressed.

To encourage students to document and analyze the effects of ethnocentrism on their own perspective.

To increase student awareness of the influence of ethnocentrism on everything a person reads, writes, and interprets.

Grade Level: 8-12

Time: 30-50 minutes

Materials: Copies of "What is Ethnocentrism?" for each person in class.

Procedure:

Step 1. Distribute copies of the handout "What is Ethnocentrism?"

Step 2. As students read the excerpts, have them determine the country or region of the world each excerpt is from. Check student answers against the key in the "Sources for Excerpts."

Step 3. Discussion.

1. If the event happened, why are there so many different interpretations of the facts? How could the concept of ethnocentrism help answer this question about ethnocentrism?

2. To what extent are the treatment differences in different books attributable to ethnocentrism? Nationalism? Ideology? In what ways are these three concepts similar and different?

3. Why do you think that a book from a particular country discusses some events while ignoring others, or why does it give more space to some episodes than to others?

4. Ethnocentrism is not necessarily good or bad, it just exists. Do you agree or disagree with this statement? Why?

Follow-up:

1. Have students examine a portion of their own textbooks to identify those statements or the author's omissions that indicate the author's ethnocentrism.

Sources for Excerpts

#1: MAINLAND CHINA Li Ch'un-wu, et al., Modern History of the Recent World (Peking: Publication Company for Peoples' Education, 1965), pp. 15-16.

#2: GREAT BRITAIN Geoffrey Williams, Portrait of World History, II (London: Edward Arnold Publishers, Ltd., 1962), pp. 211-212.

#3: U.S.S.R. I. B. Berkhin, M. I. Belenkii, and M. P. Kim, History of the U.S.S.R: The Period of Socialism. Textbook for Middle School (Moscow: "Educational" Publishers, 1966), 308-309.

#4: EAST GERMANY Dr. Stefan Doernberg, et al., Textbook for History Class 10, Part I, High School and Expanded High School (Berlin: Publicly-Owned and Administered Publisher, 1965), pp. 56-57.

#5: ISRAEL M. Siv and S. Atlinger, History, Vol. 4 Part II (Haifa: The Juval Publishing Company, Ltd., 1965), p. 304.

#6: UNITED STATES Henry W. Bradgon and Samuel P. McCutcheon, History of a Free People (London: The Macmillan Co., 1969), pp. 680-681.

WHAT IS ETHNOCENTRISM?

Below are excerpts from various textbooks throughout the world. Each excerpt deals with a specific period or topic in American history. Can you identify the nation or region of the world each account is from?

Colonization and the Growth of the New World

Excerpt 1: "In the process of colonizing North America, the native Indians suffered . . . enslavement, destruction, and slaughter . . . Negroes were widely employed to do hard labor, expecially in the South . . . Negro escapees, after being captured would receive very brutal punishment.

"In the North American colonies, the capitalists and landlords began to develop the economy by using property seized from the Indians and by exploiting the Negro slaves."

Excerpt 2: "It is important to remember that the colonization of America was achieved not by the British government but by private stock companies or else by individuals who had been given land by the King. Among the passengers making the three-month trans-Atlantic trip were: men escaping from creditors; the younger sons of well-to-do families who, because of the English law under which the eldest son inherited everything, were forced to seek their fortunes; men who wished to practice a more simple and rigid Christian faith than was allowed by the King; and adventurers drawn by the idea of a new land. By far the largest number of emigrants, however, left the Mother Country because they were finding it difficult to make a living. The enclosure of land for sheep farming had caused an acute shortage of land and high rents."

Bombing of Hiroshima and Nagasaki

Excerpt 3: "On the eve of the Societ Union's entry into the war against Japan, American aircraft on August 6 and 9 at the order of Truman . . . dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki, killing or crippling four million inhabitants. This barbaric act of using atomic weapons had no military justification. By dropping bombs on the Japanese cities, the imperialists of the U.S.A. wanted to intimidate the entire world, above all the Soviet Union. This was the beginning of the agressive course of the United States for the establishment of world supremacy."

Excerpt 4: "Despite the certainty of imminent victory, the United States government dropped the atom bomb on Hiroshima (August 6) and Nagasaki (August 9). It almost totally destroyed these cities. The atom bombs killed more than 300,000 Japanese and wounded 200,000. Subsequently, 155,000 people died with terrible suffering in the weeks, months, or years after the bombing.

"The dropping of the atom bomb was of as little consequence to the outcome of the war as was the destruction of Dresden. Through this barbaric use of atomic weapons, the American imperialists wanted to demonstrate the monoply which they then held in this field and to intimidate other peoples . . . "

Excerpt 5: "The Americans, who were not aware of the difficult position of the Japanese, were afraid that the war might go on much longer and would

demand more terrible losses. It was because of these considerations that the leaders of the United States decided to use a new and most horrible weapon, the atom bomb. It was manufactured in the United States with the help of refugees, some of them Jews from Germany."

Excerpt 6: "The most terrible weapon the world had ever known made it unnecessary to invade Japan or to count on the Russians for help. In complete secrecy American and European scientists had developed an atomic bomb. The first of these was exploded in New Mexico on July 16, 1945; its destructive power was equal to 20,000 tons of TNT. On July 26 the President urged Japan to surrender at the risk of destruction, but the Japanese prime minister said the warning was "unworthy of public notice." On August 6 an atomic bomb nearly wiped out the Japanese city of Hiroshima and killed over seventy thousand inhabitants. Two days later Russia entered the war and invaded Manchuria. After a second bomb was dropped on the city of Nagasaki on August 9, the Japanese government agreed to end the war. The surrender took place on September 2 on the battleship Missouri anchored in Tokyo Bay."

Title: MODERN: WHAT DOES IT MEAN?

Introduction: "Modern" is a very misused concept in the social studies. In describing conditions within a global society, the concept has become dysfunctional because it results in generalizations that are false or useless when dealing with questions of economic growth and development. Yet, the term is used frequently. This exercise uses a model that encourages students to consciously examine what they mean by certain concepts such as modern, and to determine the function of such concepts in understanding social issues and world events. Students are paired for this activity in order to generate more divergent discussion when students are rating statements or pictures.

Objectives:

To develop a working definition of the concept "modern."

To determine what the concept "modern" tells us and does not tell us about nations.

Grade Level: 6-12. You will have to adapt data for middle school students.

Time: 50 minutes or 1-2 class periods

Materials: Copies of student handout "Modern: What Does It Mean?" for every pair of students

Procedure:

Step 1. Pair up the students. Ask them to study the statements and pictures on "Modern, What Does It Mean?"

Step 2. Using the rating sheet, have the students classify statements and pictures 1 through 15 on the rating chart.

Step 3. Have students answer questions 1 through 5. Discuss the questions with the class.

Follow-up:

1. Have students collect data that they feel would be difficult to classify as modern or not modern.

2. Have students identify and examine other social studies concepts that are ambiguous or unclear.

MODERN: WHAT DOES IT MEAN?

Below you will find some pictures and statements. As a first step in dealing with some aspects of modernization and its effects on people, study these pictures and statements.

1.

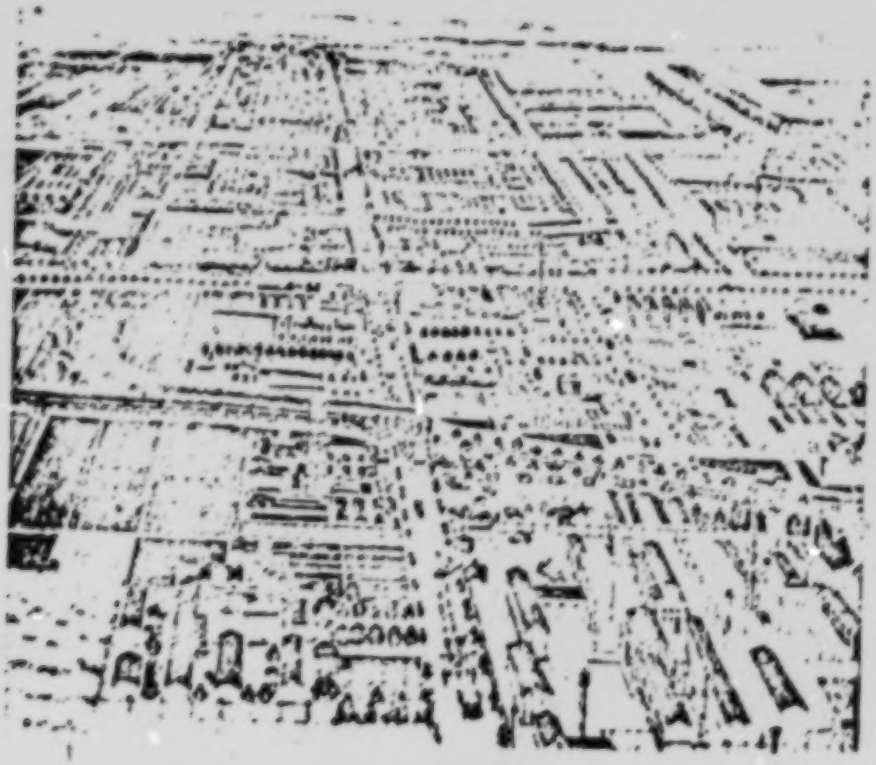
2. My son has been ill for two days but the witch doctor will make him well.

3.

4. Tomorrow I'll trade some fish with someone in the village and may come home with a shirt.

5. None of my relatives or the relatives of any friends has ever lived on the farm.

6.



7. If the rice and rubber crops are good this year our country should be able to purchase some tractors.

8. One of my brothers or sisters will go to school after high school. Since there are nine of us, I don't think it will be me.

9. Use the telephone in your room; this one is for the adults.

10. I don't care which newspaper you buy, just get one!

11. We can find an even more efficient way to get it done.

12. We have more women doctors than any nation in the world.

13. There are just too many different languages spoken in this country.

14. Grandfather is always right; ask him.

15.

A & A SANDWICH CO INC
2106 S Lipan 934-3847

A & G SEWING MACHINE & VACUUM
CLEANER SHOP 2739 S Broadway ... 761-7391

AA Sightseeing Tours 8120 Osceola ... 429-7106

AA Signs
340 S Ivy 333-4572
2962 Larimer 623-1869

A & A Standard Carwash
1375 N 55 Boulder 442-9962

A & A Stereotype Co Call Meca 433-8456

A & A SWIMMING POOL SERVICE
7209 Meade 429-2664

A & A Swimming Pool Service
351 Santa Fe Dr 573-2552

AA Tax Service 2406 E Colfax Ave 322-5632

A A Thrift Way 1211 E Alameda Av ... 744-3882

A & A Tire Sales 2121 W Cheyenne Av ... 798-9331

A & A Towing
1301 Lima 364-5383
1478 Otsego 366-9170

A & A TRADIN POST 4509 S Hwy ... 761-0747

A & A Transmission Clinic
4769 S Broadway 761-4133

RATING SHEET

Place the numbers of the statements and pictures you looked at on the two preceding pages on the chart below according to whether you think they represent or come from a country which is

- -very modern
- -somewhat modern
- -becoming modern
- -can't tell from the evidence

As you go through the pictures and statements again, assume that they represent at least half the people in that country.

VERY MODERN	SOMEWHAT MODERN	BECOMING MODERN	CAN'T TELL

Some questions to consider before going further . . .

1. What made you decide to classify the statements and the pictures the way you did?

2. What is it that separates a "modern" country from a not-so-modern country? Make a list of the things one should examine in making a judgment about whether a country is modern or becoming modern. Try to use categories that are easily measured and compared. For example, the percentage of people on the farm or in the city is a measurable piece of evidence. However, finding the number of universities and comparing one culture with another on this piece of evidence is not so easily done. Can you see why?

   a.

   b.

c.

d.

e.

f.

g.

h.

3. Look up the word "modern" in a dictionary. Using that definition and your ideas write a definition of the word "modern."

4. What do you know if you decide a country is not modern? What does that tell you?

5. Give examples of behaviors or practices that you rated as not modern which occur in countries that you rated as very modern.

6. In what ways is modern a useful concept? In what ways is it a useless concept?

Title: WHAT IS A SOCIETY?

Introduction: Sometimes a social studies concept encompasses so many factors that it is difficult for students to use the concept meaningfully. Society is such a concept. Most junior high and high school students use the term. But seldom, if ever, do they attempt to understand the basic character of the concept that they are utilizing, thereby increasing the chances that the term will be misused. In this activity, students examine the concept of society by looking at a situation that is potentially both a microcosm of and an analogy to society.

Objectives:

To examine a simplified case study in order to see those characteristics which comprise a society.

To raise questions about the meaning of basic social studies concepts, such as society.

Grade Level: 6-12

Time: 30-50 minutes

Materials: Copies of the reading "What is Society?" for each person in the class

Procedure:

Step 1. Hand out the reading to students in groups of three. Have them read the story and answer the questions.

Step 2. Discuss the students' answers. Based on their ideas about a society, identify other social groups that can be considered societies. Do societies have to be good or bad? What are the basic goals of any society? Prove it.

Follow-up: Have students form groups of three. Each student assumes the role of one of the three persons in the flood case. Have each group role-play a decision about societies after the role-play.

WHAT IS SOCIETY?*

While on a class trip, three students from Washington High School became trapped in a cave due to a flood. The tragedy occurred on a Monday morning after they had entered the cave to explore for Indian relics. One student, Joe, was an outstanding athlete and very strong. Tom was a quiet chap who had a reputation for being square, and he was generally bullied by his classmates. George, by comparison, was very smart, especially in biology, chemistry, and physics and it was well known that he was one of the most intelligent students ever to attend Washington High.

After recovering from the flood, the three youths began to discuss their fate. George said that, on the basis of what he has read in his science books, three of them could live without food for only 30 days. He further mentioned that there was no animal or vegetable matter in the cave. He noted, however, that if two of them ate the third boy, they could exist for 40 days instead of 30. Joe had a watch, so there was no problem in counting off the days.

On the following day, Tom, the quiet boy, suggested that they draw lots and that the loser be killed and eaten by the other two. After some period of silence, they all agreed. The lots were drawn and Tom lost. He begged Joe and George to let him back out, but they denied his request and said, "A deal is a deal." Just as they were about to beat him to death with rocks, they were rescued.

Had the boys not been rescued, would Joe and George have been guilty of murder?

What is society?

What effect, if any, does environment have upon society?

How is a society sustained?

Did the boys constitute a society?

How did the backgrounds of the boys affect their decisions?

Would the decisions made be different if the boys were from communist China? From Spain? Why or why not?

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*Adapted from William M. Gibson, Lessons in Conflict: Legal Education Materials for Secondary Schools, (Boston, Mass.: Law and Poverty Project, Boston University, 1971).

SECTION 3

WORD MEANINGS

INTRODUCTION

An interesting yet bothersome reading problem in social studies is word meanings. To a degree, we are involved with semantics when we talk about the meaning of words. Many so-called reading problems are really problems of semantics.

As teachers, we should not assume that students have the same definition or get the same meaning from the words we use or that are written in the textbook. Often teachers are guilty of using words as though they have one correct meaning; or they clearly do not identify and discuss the multiple meanings of the words used in social studies classrooms. The need to do so is pointed out in this quote from Seymour H. Fersh:

> For example: Indian[1] is not Indian[2] is not Indian[3] is not Indian[4].... In other words Indian (Nehru) is not Indian (Krishna Menon) is not Indian (farmer in a rural village).... Although by convention we refer to the 450 million people who live in an area called India as "Indians," the truth is that no two Indians are identical. Questions like "What do Indians think about Americans?" become clearly unanswerable. It is only by taking liberties with language that we appear to be better informed than the data permits.*

Attention must be given to the fact that stereotyping, prejudice, and poor thinking skills often can be attributed to how we use language, especially in social studies.

The following activities are designed to help teachers integrate word meaning problems into the unit of study in a functional way. A functional manner involves students becoming aware of the many meanings that words

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*Seymour H. Fersh, "Semantics and the Study of Culture," Social Education, Vol. 27, No. 5 (May, 1963), p. 259.

have, teachers providing opportunities for students to clearly define terms, and attempting to avoid confusion when using terms that have multiple meanings.

Title: BUT WORDS WILL NEVER HURT ME*

Introduction: One of the interesting things about the words we use is the emotional responses they evoke in us. We often react to words as if they are the actual items which they represent. Semanticists tell us that many of our communication problems lie in our reliance on words, instead of on the "facts" or objects they represent. In such circumstances, we tend to not see words as mere symbols, especially when they provoke very strong feelings. Instead, we see them as things. We can actually become afraid of words themselves. The expressions "liar" and "creep" are frequently regarded by our culture as "fighting words." Softer and more subtle expressions of contempt may be accepted. But in these particular cases, the epithet itself must be "taken back." We certainly do not change our opponent's attitude by making him take back a word, but it seems somehow important that the word itself be eradicated.

It is important for students to recognize their emotional attachments to words in order to become clearly aware of the distinction between the actual object and the verbal symbol. Moreover, they should also understand the universal nature of confusing words with reality instead of using words simply as symbols of things, qualities, and relationships. No matter what language one is dealing with, this orientation of "words = reality" seems to prevail.

Objectives:

To recognize the power of words and our intentional orientations towards them.

To analyze data which illustrate the power of words.

To be able to distinguish between words and the entities they represent.

To collect and analyze data that indicate the confusion of words with things, so that students can better distinguish the two.

Grade Level: 9-12

Time: 50 minutes

Materials: Copies of "But Words Will Never Hurt Me" for every student in the class

Procedure:

Step 1. Distribute copies of the student handout. Give students a few minutes to read through the examples of word power and word emotion association given in the handout.

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*Activity designed by Gary R. Smith, Center for Teaching International Relations, University of Denver, 1977.

Step 2. Have a group of students collect data (magazine articles, television speeches or advertisements, newspaper stories, etc.) that demonstrate word power and word magic as used in the lesson.

Step 3. Have students keep a record of which words and phrases bring out emotions. With discretion, at the end of a week ask them to pick out certain words that provoke the strongest feelings. Do other students in the class feel similarly about the words and phrases?

BUT WORDS WILL NEVER HURT ME

"Sticks and stones may break my bones, but words will never hurt me!" How often children have heard the phrase! But words do seem to hurt us, even to the point of our taking legal action and exhibititing irrational behavior. Look at the following examples:

A. The city council of Cambridge, Massachusetts unanimously passed a resolution (December 1929) making it illegal "to possess, harbor, sequester, introduce, or transport within the city limits any book, map, magazine, newspaper, pamphlet, handbill, or circular containing the words Lenin or Leningrad."

B. When Basil Rathbone (a famous British actor) was handed a script titled "The Monster," he gave it back to Paramount Studios without reading it. A wise man in the studio retitled it "Destiny" and sent the same script back to Rathbone. He read it, liked it, and assures us on the set that it is not a horror picture. "I'm through with horror and villainy," says Basil, "a man has only so many villains in him, and I've played all mine."

C. One man, the owner of a department store, sought to test people's reliance on words rather than things by a practical experiment with his customers. One morning he set out piles of men's handkerchiefs at different ends of a counter. On one end he placed a sign reading "Soft-Textured Genuine Linen Handkerchiefs, Special 3 for $2.50." On the other end the sign read "Nose Rags, 3 for a dollar." During an eight-hour period, 26 different persons examined and 11 bought from the "Linen" stock, while only six examined and two bought the "Nose Rags." Both piles contained the same kind of handkerchiefs. The salesperson's comment is more than a little to the point, "The people just didn't look at the merchandise."

D. In Great Britain, during World War II, the evacuation hospitals came in for a considerable amount of criticism because of the rather quick way in which they handled the wounded. It was assumed by the public that a hospital gives prolonged and conscientious attention to its patients. When the name was changed to <u>evacuation posts</u>, the criticisms vanished. No one expected more than an adequate emergency treatment from an institution so named. The word "hospital" was indelibly associated in the public mind with a certain picture.

E. On at least one occasion the influence of a word has been fatal. A man in Germany was preparing to meet and welcome his son, who had been gone for many years. The house was being readied, food was stored, arrangements were made for a large party with many invited guests, the boy's room was fixed up, and the old man's expectations ran high. On the day set for his return, a telegram came saying that the boy was <u>umgekommt</u> (dead), whereupon the father himself fell over dead. That afternoon the boy arrived. The telegram should have read, he has <u>angekommt</u> (arrived).

1. In what ways were the five stories above examples of confusing words with reality (or with things)?

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. What part does word power and word magic play in your life?

   A. For about a week, keep a record of words and phrases you hear that make you feel some emotion (laughter, sorrow, anger, fright, etc.). Try to record the reasons such words make you feel as you do. At the end of the week, get together with a group of your classmates and talk about some of the words and phrases with them. Do they feel as strongly about some words as you do? Why or why not? Do you feel as strongly about some of the words you hear from their records? Why or why not? To what extent is your emotion a response to words rather than the things the words represent?

   B. With a group of interested students, collect magazine articles, advertisements, newspaper accounts, television programs, or any kind of data in which word power as you've learned from the lesson evokes or is supposed to evoke strong emotional responses.

Title: WHAT'S IN A NAME?

Introduction: Many terms are used in social studies classrooms that have unclear meanings. The "Third World" is an excellent example of a term that many teachers and students use without a clear understanding of its meaning. Using such terms poses a semantics problem. Because terms like "Third World" are frequently used, students tend to associate the word with those countries considered to be in the Third World. This stereotyping and categorizing is based on catchall phrases. It produces sloppy thinking about various nations of the world, their characteristics, problems, and goals. In this activity, students carefully consider the words that they use to categorize social studies data and how these words influence their own perceptions of global society.

Objectives:

To examine the meaning of words used to categorize social, political, or economic phenomena.

To identify the effects of the words we use to describe the nature of global society on our perceptions.

Grade Level: 8-12

Time: One class period

Materials: Copies of "What's in a Name?" for every student

Procedures:

Step 1. List the following countries on the chalkboard:

Nigeria	USSR
India	People's Republic of China
Syria	Tibet
Vietnam	South Africa
Ghana	Bangladesh
Greece	Australia

Ask the students which of the countries fall into the category of Underdeveloped World. Which belong to the category of Developed World?

Discussion questions:

1. What information about the countries are you using when making your judgments?

2. What do the terms "developed" and "underdeveloped" mean? Do they mean something that is clearly defined?

3. Why do people put countries into such categories? Give examples where these categories are functional and where the categories are harmful.

4. Do you think that natives of these countries would use the same terms you have used to categorize their own nation?

5. In what ways do the two terms communicate negative feelings or evaluations of the countries?

Step 2. Have students think up other terms that can be used to categorize countries. Why do we have these terms?

Step 3. Hand out the reading "What's in a Name?" Check the list on the reading with the list of terms the students generated.

1. Which terms are the most negative (condescending or patronizing) toward countries different from the United States?

2. Which terms are unclear to the students? Why?

3. Could problems between and among nations be discussed without using these terms at all? Discuss.

Follow-up:

Write an essay using all of the terms on the list to demonstrate some of the unclear messages that result in using these terms without clearly defining what the terms represent.

WHAT'S IN A NAME?

One of the first considerations facing persons studying about global society is to make a decision regarding what might be called the terminology of development. Terms we select to describe other nations, and the present state of their social-economic-political development, often influence our perceptions of those nations. It is important that we carefully examine the terms we use to categorize. Some nations have been described as being:

-- Underdeveloped World

-- Developing World

-- Developed World

-- Backward Nations

-- Developing Nations

-- Emerging Nations

-- Rich Nations

-- Third World

-- Afro-Asian Bloc (or World)

-- Uncommitted World (or Nations)

-- Southern Hemisphere

-- Less Developed Countries-the LDC's

-- Advanced World

-- Non-White World (or Bloc)

-- Non-Western World

-- Hungry Nations

-- Technologically Less Developed Nations

-- Fourth World

Terms used to describe nations can and do influence how our perceptions are formed. Names we use make a difference!

Title: IMAGINARY NUMBERS

Introduction: Students often have difficulty with the meaning of words in social studies, but they may be even more confused by numbers. The confusion results from not knowing what the number means. Frequently numbers are included in an article or document with little explanation about their meanings. Often, the numbers are meaningless because they do not represent anything that is real to the reader. The numbers are sometimes compared to each other illogically, such as apples being compared to oranges. Also, the number could be only figurative and not proven to be real. Reasons that make a number imaginary: (1) the reader does not understand what the number represents mathematically, for example percentages, fractions, and billions; (2) the number purports to measure something that is not explained well or cannot be measured; (3) numbers are used to describe events or items which are irrelevant to the subject; and (4) numbers are compared to other numbers which are not related, such as population data and GNP. In this activity, students are exposed to several examples of imaginary numbers and are asked to locate some on their own.

Objectives:

To point out to students that numbers, like words, must have clear meanings.

To have students document cases where numbers are used in a confusing, improper, or meaningless manner.

Grade Level: 8-12

Time: 30 minutes for reading and discussion; one day for research to find other imaginary numbers

Materials: Copies of the student handout titled "Imaginary Numbers" for every student. Copies of textbooks used in the course.

Procedure:

Step 1. Ask students to explain what a million of something represents. What does it mean to say that McDonald's has sold over 23 billion hamburgers? Why is this information presented to the public? Discuss the fact that we use numbers even when we are not sure what they mean.

Step 2. Hand out the reading. Tell students that the reading documents several examples where the meaning of the numbers is so unclear that they become imaginary. As students read the article, have them write in the margin the reasons that make the number imaginary.

Step 3. Have students find examples of imaginary numbers in newspapers, magazines, or textbooks. Remember that there are many reasons which account for a number being "imaginary." If a number is not meaningful to the student, whatever the reason, the number cannot be understandably read by that student.

Title: CONNOTATIONS

Introduction: The words we use do more than describe what we see or think; they also reveal our attitudes, values, and perceptions. In addition to a word's simple meaning (denotation), most words express the attitude and values of the person who is using them (connotation). To say that a person is "thin" as opposed to saying that he is "skinny" is saying two different things, from the point of view of both the message sender and the receiver. Let's say you have a friend who is 5'9" tall and weighs 120 pounds. The words people use to describe this fact can have many different meanings. A doctor, because of his interests might describe the person as "25 pounds underweight." Other people might use different terms to describe the same person. Some might call the person "thin," "slender," "slim," "slight," "spindly," "bony," or "skinny." All of these words have similar meanings and are related to the person's weight and height. Yet, there is a big difference in being called "slim" versus being called "skinny." Which words would the person dislike the most? The difference in these words is a difference in their connotations--the attitudes and extra meanings that they suggest, in addition to their simple meaning. This activity points out the connotative meanings that words can have. Also, students must consider whether the connotation presents a negative or positive view of the person being described.

Objective:

To help students recognize connotative meanings of words as reflections of the perceptions, values, and attitudes of the message sender.

Grade Level: 6-12

Time: 30 minutes

Materials: Copies of the student handout "Connotations" for each student

Procedure:

Step 1. Tell students that our words often express our values, attitudes, and perceptions even when we are trying to be very descriptive. It is important to recognize the meaning being conveyed by the message sender, realizing that the message often reflects more the perceptions of the message sender than the object being discussed. Have the students complete Part 1 of the activity. Have students make up an example of their own.

Step 2. Have students complete Part 2 of the student handout.

CONNOTATIONS
Part 1

Below are 14 pairs of remarks that might be made by two different speakers about the same person. One remark in each pair suggests that the speaker likes or approves of the other person, while the other remark suggests dislike or disapproval. Underline the remark that you might make if you liked the person mentioned.

1. (a) Caroline is a good conversationalist.
   (b) Caroline is a chatterbox.

2. (a) Mrs. Ingersoll is interested in people.
   (b) Mrs. Ingersoll is a busybody.

3. (a) Mrs. Katz is self-confident.
   (b) Mrs. Katz is conceited.

4. (a) Sam is yellow.
   (b) Sam is cautious.

5. (a) You say such clever things.
   (b) You're a smart aleck.

6. (a) Mary Belle is the mousy type.
   (b) Mary Belle is a quiet, refined girl.

7. (a) Pat has an active imagination.
   (b) Pat is a liar.

8. (a) Connie is a grind.
   (b) Connie is a hard worker.

9. (a) A chattering group of young people got on the bus.
   (b) A noisy mob of teen-agers got on the bus.

10. (a) Your brother is stingy.
    (b) Your brother is careful in spending his money.

CONNOTATIONS
Part 2

The paragraphs below represent the opinions of two different people about a third person. Four possible speakers are listed below the paragraphs. In the blank at the end of the paragraph, write the letter which identifies the speaker. Be ready to explain your choice.

I. "Doug drives a super car, a gorgeous red Jaguar. When he drives down the street, everybody notices him. He's so different from the other fellows around here. He's always dressed just right--sport jackets and slacks and casual things like that. Yes, he's tall, dark, and handsome, with a wonderful physique. He's got warm brown eyes that sort of send shivers up and down your spine when he looks at you. He's a sophisticated man-of-the-world type. And his manners--he has a way of making you feel that you're the most important person in the world!" _____

II. "Oh, that guy? He's the showy type all right. He drives this gaudy car and acts like he owns the road and everyone else should jump out of his way. What does he look like? Oh, he's not too bad looking, I guess, but I hear he works out with hundred-pound barbells to develop those bulging muscles. He must spend two hours a day deciding what tie to put on. He feeds the girls a big line and gives them this toothpaste-ad smile and dying-calf look, and they all think he's divine. I think he's a phony. Why, he's an old man. He must be at least 25." _____

(a) A high school girl (b) Her mother (c) Her English teacher
(d) The girl's former boyfriend

Both speakers mention many of the same points about the young man they are discussing, but their choice of terms differs considerably. Divide a sheet of paper into two columns. In column 1, write at least five descriptive phrases or statements used by the first speaker, and opposite them, in column 2, the terms used by the second speaker in referring to the same thing. Which descriptions have favorable and which unfavorable connotations?

Title: THE MANY MEANINGS OF HISTORY

Introduction: What is history? Why study history? These are common questions that can be heard in most junior high and high school social studies classrooms at some time during the school year. In this activity, students are exposed to the many diverse and contradictory meanings of history. The point of the activity is to remind teachers and students that the meaning of history, or anything else examined in the social studies classroom, will relate to the frame of reference, goals, experience, and values of the writer and reader.

Objectives:

To determine the personal meaning of history for each student.

To understand that history and its meaning relate to the perceptions, goals, and experience of the person studying history.

Grade Level: 9-12

Time: 30 minutes

Materials: Copies of "The Many Meanings of History" for each student

Procedure:

Step 1. Ask students to discuss why history should be studied. What can be learned by studying history? Students should feel free to state the uselessness of studying history if they wish.

Step 2. Distribute "The Many Meanings of History." Have students read these statements and select the one that they like the best and and the one that they like the least. Discuss their choices.

Step 3. Ask students to explain why some historians, philosophers, politicians, students, etc., have so many different views about the meaning of history.

THE MANY MEANINGS OF HISTORY

History is not yet a science, and can only be made to seem scientific by falsification and omissions.

Bertrand Russell

History is a nightmare from which I am trying to awaken.

Stephen Daedalus (James Joyce)

Nothing is easier to teach than historical method, but, when learned, it has little use.

Henry Adams

We can be almost certain of being wrong about the future, if we are wrong about the past.

C. K. Chesterton

Happy is the country that has no history.

Anonymous

The past is a foreign country; they do things differently there.

L. P. Hartley

In a certain sense all men are historians.

Thomas Carlyle

That which is past and gone is irrevocable. Wise men have enough to do with the present and things to come.

Francis Bacon

Writing history is a perpetual exercise in judgment.

Cushing Strout

History furnishes to politics all the arguments that it needs, for the chosen cause.

Romain Rolland

History repeats itself because no one was listening the first time.

Anonymous

History is a means of access to ourselves.

Lynn White, Jr.

History does not usually make real sense until long afterward.
Bruce Catton

History is not history unless it is the truth.
Abraham Lincoln

The happiest women, like the happiest nations, have no history.
George Eliot (Marian Evans Cross)

To accept one's past--one's history--is not the same thing as drowning in it; it is learning how to use it.
James Baldwin

History repeats itself. That's one of the things wrong with history.
Clarence Darrow

The happiest hours of mankind are recorded on the blank pages of history.
Thomas Carlyle

If history can teach us nothing, we have nothing that can teach us.
Theodore Draper

Myths are often more potent than facts in the making of history.
Thomas A. Bailey

We have need of history in its entirety, not to fall back into it, but to see if we can escape from it.
Jose Ortega y Gasset

Human history becomes more and more a race between education and catastrophe.
H. G. Wells

To know the past and that of other people is to know yourself.
Walter T. K. Nugent

It is everlastingly true that on the whole the best guide to the future is to be found in a proper understanding of the lessons of the past.
Warren G. Harding

We cannot help living in history. We can only fail to be aware of it.

Robert L. Heilbroner

There is no new thing under the sun.

Ecclesiastes, 1:9

History is not events, but people, and it is not just people remembering, it is people acting and living their past in the present. History is the pilot's instant act of decision, which crystallizes all the knowledge, all the science, all that has been learned since man began.

Jacob Bronowski

History is what was; it is old news. New news is called current events. When enough current events pile up and get old, an historian puts them all together in a book, throws in a little interpretation, and calls it history. History is a course which it seems I have always studied and which doesn't promise to go away any too soon.

Unidentified high school student

Life can only be understood backward, but it must be lived forward.

Kierkegaard

History is neither written nor made without love or hate.

Theodore Mommsen

History is, in its essence, exciting; to present it as dull is, to my mind, a stark and unforgivable misrepresentation.

Catherine Drinker Bowen

SECTION 4

SOCIAL STUDIES VOCABULARY

INTRODUCTION

When a child is young and learning to read, 35 meaningful exposures to a word is considered average to assure real learning, i.e., attaching meaning to the word. It has been said that this number drops to 12-15 meaningful exposures for average junior high students. Note the word meaningful. Exposures must be meaningful to the learner in his context. This number of exposures of necessity involves repetition which must occur without excessive boredom or the meaningfulness is lost.*

Social studies reading and learning must take into account technical vocabulary, those words which have a meaning special to the field of social studies. Because many technical words also carry major concepts, the social studies teacher has an added obligation to teach and reinforce vocabulary. In most cases at least part of this vocabulary study should precede regular social studies activities to enable the student to more readily grasp the content.

This section contains several models of games which may be used to reinforce social studies skills and concepts. Often, this kind of activity is viewed with disdain as a mere "time filler." However, if the model is adapted specifically to concepts and vocabulary, it then becomes a valuable supplement to learning.

The following activities are models of vocabulary games you might use with your students. This means the teacher should develop his or her own activity to fit the objectives and needs of the particular class being taught. Because there is a tendency for teachers to use an activity to fill time that has not been adequately planned, these activities are presented as models and may not

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*George Jurata and Harold Pratt, Vocabulary and Science Curriculum Aid (Arvada, Colo: Jefferson County Public Schools, 1974).

relate specifically to social studies subject matter. The benefit of these games is not their uniqueness, but rather it is that students need a variety of different exposures to vocabulary terms.

Title: PUZZLING FOODS

Introduction: Games are often good methods to familiarize people with new information or to review important concepts. In this activity students fill in a word search consisting of 45 vegetables, fruits, and grains. Students then learn more about those that are unfamiliar.

Objectives:

Using a game, students will locate 45 different fruits, vegetables, and grains and will learn more about any item unfamiliar to them.

Grade Level: 6-12

Time: 30 to 50 minutes

Materials: Copies of "Food Maze" for each student

Procedure:

Step 1. Hand out the food maze. If you like, you can promote competition by having students compete against the clock. Make up your own rules. Otherwise, just encourage the students to find as many of the items as possible. Such an activity is useful when it is difficult to get a group presentation to work or when individual students want or need something to do.

Step 2. You can stop with Step 1 but we suggest these follow-up activities:

A. Have students list the foods they have never tried. Have them try one of these new foods. Have the students look up the facts about a food they had never heard of until doing the puzzle.
B. Have students rank order the items according to nutrition, familiarity, group use, color, etc.
C. Have students create their own puzzles that will help review or introduce new food items into the vocabularies of students.
D. The students could make meals using just the items in the maze.
E. Have students find at least 15 ways to categorize the foods into two or more groups. Examples: nutritious vs. junk food; green, yellow, red; grown underground vs. above ground; vegetable vs. fruit; etc.

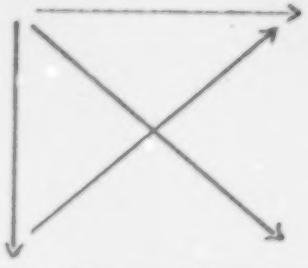
food maze

C A U L I F L O W E R I C E
P U P E C A N P A P A Y A G
I G C O C O N U T O R E R G
N R H U B A R B G P Y A R P
E A S K M T A N P R W S O L
A P C A B B A G E U H O T A
P E A L I M E L O N E Y S N
P F P E P P E R S E A B P T
L R O L R C P N A R T E I O
E U T B U B E E T D E A N M
N I A T A M F L A T I N A A
T T T U R N I P U R O S C T
I E O R A N G E O K R A H O
L E M O N I O N B A N A N A

The names of 45 vegetables, fruits and grains are hidden in this maze. See if you can find at least 20 of them.

Circle the foods you find as we did with the word "corn." And write them down on a piece of paper so you can easily keep count.

The names may overlap on some letters. You may go in these directions:



Puzzle taken from Unicef's World (#1102, 1971), published by the U.S. Committee for Unicef, 331 E. 38th St., New York, New York 10016.

Title: FAMOUS WORLD CITIES

Introduction: One useful way to learn social studies facts and figures is through association. This vocabulary exercise is fun, yet it exposes students to geography in a way that often increases the likelihood that students will remember basic geographic facts central to the class lesson or discussion.

Objectives:

To build the students geographic vocabulary by having students complete an association word game.

To familarize students with world cities by having students develop their own clues for the association word game.

Grade Level: 6-12

Time: 30-50 minutes (1 class period)

Materials: Copies of the student handout, "Famous World Cities," for every student

Procedure:

Step 1. Hand out the World Cities worksheet. Divide the class into groups of two to four students. Give each group a couple of atlases or world maps. Ask the class to use the clues and maps to find the world city that fits the clue. If necessary, add an incentive for the group who can finish first.

Step 2. Have each group of students create clues for other world cities. Collect these clues, type them up, and let the students answer these clues on another day.

Follow-up:

1. You might do the same activity for rivers or other factual information that you would like to familiarize the students with.

2. Have the students give clues for these basic geographic facts that come from their textbooks. This could be used as an evaluation activity later on.

Answers:

1. Singapore
2. Manila
3. Peking
4. Rome
5. Paris
6. Lagos
7. Los Angeles
8. Lima
9. Chungking
10. Saigon
11. Ouagadougou
12. Hong Kong
13. New Dehli
14. Salisbury
15. Kabul
16. Budapest
17. Warsaw
18. Tripoli
19. Hamburg
20. Belfast
21. Colombo
22. Dakar
23. Casablanca
24. Vancouver
25. Bern

FAMOUS WORLD CITIES

1. Musical Zits.
2. Type of construction paper used in grade school.
3. _____ Tom.
4. To wander around.
5. Helen of Troy's lover.
6. Plastic building block.
7. The city of the angels.
8. Type of green bean.
9. Brand of chow mein noodles.
10. After a "sigh" passes.
11. Baby talk.
12. The sister of a famous ape.
13. Abbreviation for newly constructed delicatessen.
14. A type of steak.
15. Cow and bull combined.
16. Someone who bothers a buddha.
17. What you would use to cut a war in half.
18. A popular game combining poker, rummy, and hearts.
19. Town of ham.
20. A speedy bell.
21. Name of famous, sloppy T.V. detective.
22. How a three-year-old would say, "the car."
23. Where Ingrid Bergman and Humphrey Bogart met.
24. What you throw over your van to keep it dry.
25. What buildings on fire do.

Title: WORD LISTS

Introduction: This activity lists a number of suggested ways to build social studies vocabulary using a word list. All of the suggestions increase the exposure that students have with important social studies terms, and they do so in a variety of ways.

Objectives:

To build student vocabulary of related social studies terms using activities built around a word list.

Grade Level: 6-12

Time: Depends on how many activities are used for each word list. Useful as 10-15 minute activity segments.

Materials: Copy of "Word List" for each student

Procedure:

Step 1. Hand out word list of terms useful in unit or topic of discussion. Have students complete an activity using the word list.

Step 2. Repeat Step 1 using a different activity each time.

Suggested Activities: Using the accompanying word list, the following activities are suggested.

1. Alphabetize to gain familiarity with the words.

2. Categorize. Have students put all the words into two or more categories (given by teacher). Or have the students select categories for classification.

3. Eliminate irrelevant words. Have students pick five as most important and five least important. Defend choices.

4. Given a group of three or four words, tell how they are related.

5. Give example(s) of each of the words. "Give me an example of a bigot." This may be a person's name.

6. Use each word in a sentence which illustrates its use (connotation). Or, put many of the words into sentences or a story which illustrate the overall concept.

7. Find a picture that represents each word.

8. Get three people's definitions of a word from the list. Does the word mean the same thing to all three people? Can it? Should it?

9. Take five words and give examples that indicate each word's connotation and denotation.

10. Find the words in the textbook. Underline them.

Follow-up:

1. Have students develop activities using the word list.

2. Have students use the word list in a way that demonstrates their knowledge of the terms and their meanings.

WORD LIST

1. ethnocentrism
2. prejudice
3. class
4. race
5. national origin
6. ethnic
7. bigot
8. scapegoat
9. Uncle Tom
10. discrimination
11. segregation
12. integration
13. bilingual
14. conflict
15. perception
16. sexism
17. polarity

Title: ANAGRAMS IN CONTEXT

Introduction: This activity requires that students use context clues and determine words from their meanings. This type of vocabulary game is included in many word puzzle books found at newsstands.

Objectives:

To help students learn social studies vocabulary by focusing on the meaning of words.

Grade Level: All grades

Time: 20-40 minutes, depending on difficulty and number of words.

Materials: Copies of student handout, "Anagrams in Context," for each student

Procedure:

Step 1. Take a list of vocabulary words. Put each word into a short, meaningful sentence. Jumble the letters of the key words. Place these jumbled letters next to the statement.

Step 2. Type up clues and jumbled letters. Hand out to students to fill in.

Follow-up:

1. Have students make their own Anagrams in Context clues. Type up and hand out to class.

2. Make an Anagrams in Context game that can also be a true-false test.

3. Use Anagrams in Context as a study sheet while reading the textbook.

Answers:

1. Coal
2. Petroleum
3. Solar
4. Fossil Fuels
5. Population
6. OPEC
7. Muscle
8. Standard of Living
9. Nuclear Power
10. Consumption
11. Alternative Energy Sources
12. GNP
13. Electricity
14. Pollution

ANAGRAMS IN CONTEXT

CLOA

1. _____ is the most abundant fossil fuel in the United States.

LOTMUPEER

2. _____ is often also called oil.

ROSAL

3. The most evenly distributed, most readily available, and most abundant form of energy is _____.

SELFU
SSOILF

4. Most energy today comes from _____ _____.

PLOPAUIOTN

5. A general word for users of energy is _____.

COPE

6. These initials, _____, stand for the group which controls a majority of the world's oil reserves.

LEMUCS

7. A pre-fossil fuel form of energy is _____.

TDNARSAD
FO
VIILGN

8. _____ often reflects the energy consumption of a society.

UNCLERA
ROWEP

9. _____ is a little used, often abused form of energy developed during W.W.II.

TOSPUMCINON

10. The use of energy is also called _____.

CROUSSE
GYEERN
ITNTALAEREV

11. The search is on for _____ _____.

PNG

12. _____ reflects the state of the U. S. economy and is a factor in all energy considerations.

CCLERETIIYT

13. Most _____ is made from fossil fuels for home and industrial use.

TLPIOUNO

14. An undesirable side effect of the production and use of energy is _____.

Title: CROSSTICK

Introduction: This is another very common word game that familiarizes students with vocabulary terms used in social studies. This makes a good game format for having teams of students compete to see who can get the saying first.

Objectives:

To familiarize students with key vocabulary terms by using a word game.

Grade Level: 6-12

Materials: Copies of "Crosstick" for each student

Procedure:

One Crosstick is included in the activity. The following procedures can be followed in making your own crosstick puzzle.

Step 1. Make a list of words relevant to a topic of study.

Step 2. Identify a useful "saying" or quote related to the topic of study.

Step 3. Number consecutively all the letters in the "saying" or quote.

Example of saying: War is Hell.
123 45 6789

Step 4. Beginning with letter number 1, find it in the word list created in step 1, and number it there. If the "saying" has a letter that is not in the word list, circle it.

Example of word list:

tank Weapons
2 1 5

battle Kill
87 49

ruin
3

Step 5. Make up clues for the words in the word list.

Example: A mobile cannon that has a driver inside is called a $\underline{\quad}\ \underline{\underset{2}{\quad}}\ \underline{\quad}\ \underline{\quad}$.

Step 6. Make blanks for the saying, leaving the number under each blank. Fill in those letters in the saying that do not have a referent in the word list.

Example:

$$\underline{\quad}_{1}\ \underline{\quad}_{2}\ \underline{\quad}_{3}\quad \underline{\quad}_{4}\ \underline{\quad}_{5}\quad \overset{H}{\underline{\quad}}_{6}\ \underline{\quad}_{7}\ \underline{\quad}_{8}\ \underline{\quad}_{9}$$

Step 7. Have students answer the word clues. As they complete each clue, have them place the appropriate letters in the blanks of the "saying."

Note: It may be necessary to give the students the word list along with the clues, depending on the difficulty of the clues.

Follow-up:

Have students make crossticks for the class, based on the words being used in the current unit of study.

Answers:

Crosstick--A man is free only if he can choose. He can choose only if he knows enough to compare.

Factors in Population--

1. location
2. consumption
3. life expectancy
4. birth rate
5. family planning
6. land reform
7. religion
8. politics

CROSSTICK

T 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

17 18 19 20 21 22 h 23 24 25 26 27. H 28 e 29 30 31 32

33 h 34 35 36 s 37 38 39 40 41 42 43 44 h 45 e 46

k 47 48 49 w 50 s 51 52 53 o 54 55 56 h 57 58 o 59

c 60 o 61 62 63 64 65 e 66.

Eric Fromme

FACTORS IN POPULATION

1. Where the people are: 13 49 22 1 — — 24 —
2. Amount of food used: 19 39 32 6 55 — — 58 — 11 —
3. How long one lives on the average: 41 5 16 27

   9 — — 38 30 — 3 40 — 42
4. Number of babies per 1000 women: — — 8 — 17 65 31 — 10
5. A scheme for controlling population: 44 20 2 — — 14

   63 — — 21 48 — 53 56
6. A method of controlling population through property: — 64 12 —

   — 18 7 25 — 62
7. Beliefs in the nature of God: — 52 — 15 — 43 35 4
8. Government and the people who man it: — 36 — — — — 33 26

WORD LIST

life expectancy	politics
land reform	birth rate
location	religion
consumption	family planning

Title: WORD CLUE

Introduction: This game is another popular variation of a word game. In this game, the word written vertically has a letter that is part of each of the horizontal words. In addition, the vertical term is related to the terms to be identified by using clues.

Objectives:

Given two types of clues, students will fill in a word game with terms that are related to each other and to the topic of study.

Grade Level: 6-12

Materials: Copies of word clue handout for each student

Procedure:

One word clue puzzle is included in the activity as a model. The following procedures are necessary in making your own word clue puzzle.

Step 1. Pick a word that is a general term related to the topic of study.

Example: Pollution

Step 2. Identify words that contain one letter from the key word.

Example: oil spill

smog

There must be a separate word for each letter in the key word.

Step 3. Devise clues for the words made from one letter of the key clue word.

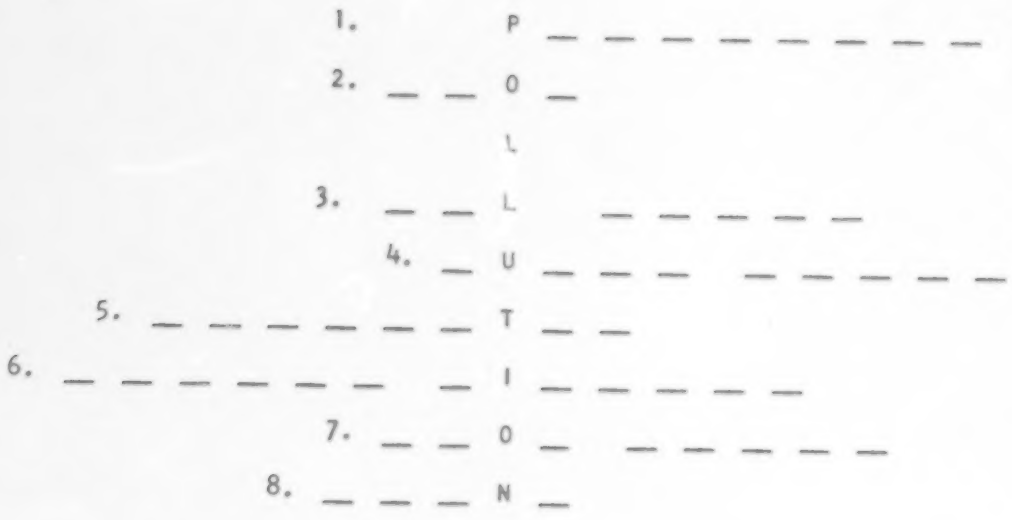
Step 4. Type the clues, the key word vertically, with blanks to signify the number of letters in the horizontal word.

Step 5. Using the key clue word and the written clues, the students fill in the puzzle.

Answers:

1. Pesticides
2. Smog
3. Oil Spill
4. Human Waste
5. Ecosystem
6. Carbon Dioxide
7. Food Chain
8. Ozone

WORD CLUE



1. Any chemical compound used to kill insects.
2. City pollution, smoke, fog.
3. A problem on the ocean.
4. Sewage.
5. The environment interrelated with animals and plants.
6. By-products of internal combustion. Major componenet of question #2.
7. The various steps through which raw materials become consumables.
8. Protective layer high in the atmosphere.

Title: ANALOGIES

Introduction: Much discussion and comparison used in social studies is based on analogies. Analogies are useful in understanding how words relate to each other. Most words take on key meanings when perceived or studied in relation to other terms. This vocabulary activity has students identify words in terms of some analogies using those words.

Objectives:

To see word meanings in the context of the relationship of words based on analogies.

Grade Level: 6-12

Time: 20-30 minutes, varies depending on number of analogies students are asked to complete.

Materials: Copies of "Analogies" for each student

Procedure:

One set of analogies is included on the activity as a model. The following procedures are necessary in making your own analogy games.

Step 1. Identify some key terms being used in the unit of study.

Step 2. Develop some analogies to use for each term.

Example: term - War

analogy **part** is to **whole** as battle is to _____.

Step 3. Type up analogies and give to students to fill out. It may be necessary to provide an expanded word list for students to use in identifying the word that fits the analogy.

Follow-up:

1. Let students make analogies.

2. Make analogies that you feel are not good ones. For example, "Running a house is like running the government." Ask students to explain where the analogy is inadequate.

Answers:

1. muffle	6. blacksmith	11. melt
2. vault	7. dispute	12. pepper
3. garment	8. nostrils	13. kennel
4. current	9. applaud	14. fascinate
5. tornado	10. bluff	15. moisten

PERCEIVING RELATIONSHIPS (ANALOGIES)

Read each sentence. Think how the words in the boxes are related. Find a word in the WORD BOX that will be related to the underlined word in the same way. There are more words in the WORD BOX than you will need. Write the one that fits best.

1. [Avoid] is to [evade] as <u>silence</u> is to _____.
2. [Skillet] is to [handle] as <u>bank</u> is to _____.
3. [Bat] is to [equipment] as <u>gown</u> is to _____.
4. [Ancient] is to [old] as <u>recent</u> is to _____.
5. [Snow] is to [blizzard] as <u>wind</u> is to _____.
6. [Gavel] is to [judge] as <u>anvil</u> is to _____.
7. [Prey] is to [quarry] as <u>argument</u> is to _____.
8. [Arm] is to [wrist] as <u>face</u> is to _____.
9. [Oppose] is to [defy] as <u>interest</u> is to _____.
10. [Jolt] is to [jar] as <u>deceive</u> is to _____.
11. [Trickle] is to [gush] as <u>thaw</u> is to _____.
12. [Organ] is to [heart] as <u>spice</u> is to _____.
13. [Artist] is to [studio] as <u>hound</u> is to _____.
14. [Amicable] is to [hostile] as <u>diffident</u> is to _____.
15. [Hurl] is to [toss] as <u>soak</u> is to _____.

WORD BOX

kennel	vault	tornado	nostrils	pepper
blacksmith	current	bluff	moisten	melt
fascinate	dispute	garment	muffle	applaud
sledge	confident	implement	brace	shore

SECTION 5

FUNCTIONAL LITERACY

INTRODUCTION

Nationwide, 17-year-old students have improved their basic reading skills; however, many of these students lack the critical reading skills needed to function in today's world.* Being functionally literate is defined by Right to Read as "being able to perform tasks necessary to function in American society, such as reading newspapers, instructions, and even drivers license tests." If we expand the definition of what is meant to be functionally literate to include the abilities to function in global society, to analyze social and political problems, and to critically read doublespeak, propaganda, and the media; then the term functional illiteracy would apply to each of us in some way.

As the following exercises demonstrate, nearly all of us are functionally illiterate, which always gives someone an advantage over others. When people cannot critically think and read about their world, they are very susceptible to the control and manipulation of other institutions and their representatives.

It is very important, then, that students participate in classroom activities which explain how people, organizations, and institutions keep others illiterate. Also, students can develop skills and abilities to become functionally literate.

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*National Assessment of Educational Progress Newsletter, Vol. X, No.1 (February 1977).

Title: SAY IT AGAIN, PLEASE

Introduction: The specialized language jargon of a profession or discipline can result in most people being functionally illiterate when they try to read materials written by those professions. As this exercise illustrates, "sayings" that most of the students know become unintelligible when the language is changed and words and phrases are used that are unfamiliar to the reader. In such cases, should the reader be considered illiterate or should the author be criticized for using language that is difficult for most people to understand?

Objectives:

To document that, because specialized languages and unfamiliar circumstances exist, many of us could be considered functionally illiterate.

To identify how language can be used purposely to make people functionally illiterate.

Grade Level: 6-12

Time: 15-30 minutes

Materials: Copies of "Say Again Please" for each student, or make up other clues that can be read to the class by the teacher

Procedure:

Step 1. Tell the students that you would like to demonstrate to the class how language can be used to show people that they do not know something when they do.

The following statements are all familiar folk sayings or proverbs that most of the students probably have heard. Tell them that the sayings are rewritten. Read the statements and ask students to tell you the saying that goes with each statement.

Step 2. Discuss the factors that make it difficult for students to identify the sayings. Possible responses: language is too specialized; words too hard; never heard it that way before.

Step 3. Discuss what someone would gain by writing these sayings in the specialized format. In what ways were each of us functionally illiterate by not being able to read "Say Again Please"?

Follow-up:

1. Many times people or organizations would like to keep others functionally illiterate for their own purposes. Bring in examples of such practices. Example: A house deed. You need a lawyer's services to read and understand what is written. The deed could be written so that most people can understand the language.

2. Have students take an item that is jargon or specialized language and rewrite the item so that it is intelligible to others.

SAY AGAIN PLEASE

1. Compounds of hydrogen and oxygen, in the proportion of 2 to 1, that are without visible movement, invariably tend to flow with profundity.
2. Do not utter loud or passionate vocal expressions because of the accidental overturning of a receptacle containing a whitish, opaque, nutritive fluid.
3. A body of persons abiding in a domicile of silica combined with metallic oxide should not carelessly project small geological specimens.
4. Where there is sufficient positive volition, a successful conclusion may usually be expected.
5. A superfluity of culinary experts has a tendency to disarrange the preparation of the beef extract.
6. Never calculate the possible number of juvenile poultry until the usual period of incubation has been accomplished.
7. Each mass of vaporous collection suspended in the firmament has an interior decoration of metallic hue.
8. Deviation from the ordinary or common routine of existence is that which gives zest to man's cycle of existence.
9. A short vocal utterance directed toward the individual possessing a high degree of knowledge meets adequately all the needs of the occasion.
10. The warm-blooded, feathered, egg-laying vertebrate animal which is among the first, invariably comes into the possession of a small, legless, invertebrate, crawling animal.
11. Do not traverse a structure erected to afford passage over a waterway prior to the time of drawing nigh to same.
12. A vessel under optical supervision never reaches a temperature of 212°.
13. A canine which gives vent to its sentiments by a series of vocal efforts rarely finds use for its bicuspids.
14. A small polished steel instrument used at the correct psychological moment is tantamount to saving three times three.
15. Accelerated execution often produces a faulty result.
16. One feathered biped imprisoned in the digits is equal to at least twice that many at large.
17. The exercise of regal power does not necessarily indicate desirable mental tranquility.
18. Kindred flying phenomena of the ethereal kingdom come into association gregariously.
19. He who locks himself into the arms of Morpheus promptly at eventide and starts the day before it is officially announced by the rising sun, excels in physical fitness, increases his economic assets, and cerebrates with remarkable efficiency.

Title: LITERACY TESTS

Introduction: Traditionally, many states in this country had requirements for people wishing to vote both for national and state officials. Literacy tests were important requirements in many states. In many cases, these tests were used to keep people from voting for racial reasons, although the reason given to Blacks was that they were functionally illiterate and, therefore, not qualified to vote. In this activity, students examine literacy tests to discuss these questions: How do you test for literacy? Do the literacy tests you have examined actually test for literacy? How can these tests be used to discriminate against persons, using illiteracy as a cover?

Objectives:

To examine the function of literacy tests in institutional racism in the United States.

To document the methods used by institutions to discriminate against people, based on designating people as functionally illiterate.

To examine the role of literacy and voting in the United States.

Grade Level: 10-12

Time: 2 class periods, 30 to 50 minutes each

Materials: Copies of "Selected Test Items from the Sixty-six Item Alabama Literacy Test" for each student and copies of "Application for Registration" for each student

Procedure:

Step 1. Tell the students that many states asked people to take a literacy test and pass it in order to be allowed to vote. This requirement was based on the idea that an individual should be functionally literate in order to participate in the process of electing public officials. Ask students to suggest some questions that they would use to determine the functional literacy of others. Then, have the students devise a sample test, if they are interested. Remember, students will have to deal with the question: What is functional literacy?

Step 2. Hand out the "Selected Items from the Sixty-six Item Alabama Literacy Test" to students. Have them compare the test questions with those that students develop. What are the differences?

1. Why would the state of Alabama have such a test? (At this point it must be made clear that race is not the determinant for passing the test.)

2. If the test was not used to determine literacy, what was it used for? (Answer: To keep Blacks from voting.) How was this accomplished if [illegible]e could pass the test? (The examiners were white

and passed those people who were white. Blacks very seldom asked to see the graded tests because officials stated that the papers were property of the state.)

3. Does the nature of the test surprise you? Why?

4. In what ways is this test an example of institutional racism?

Step 3. Explain to students that tests such as these are illegal when required for federal elections. Martin Luther King brought this change about in 1966 when the Voter Registration Act was passed by the national congress. Yet, some states still require tests and registration for state elections. Hand out the example of a registration form for voting in Mississippi. Many people think this form is also discriminatory. Tell students to read the form and see if they can find any objections to the use of such a form.

Step 4. Discuss student reactions. If needed, read this following excerpt from the New York Times. Mention that this form is still used.

EVERS CRITICIZES NEW VOTING LAW*

Says Mississippi Would Bar Black Registration--
Asks U.S. to Send Examiners

Mayor Charles Evers of Fayette, Mississippi's best-known black political leader, has charged the state government with trying to establish a nineteen-seventies version of a literacy test to discourage black voter registration.

A white political colleague, Mrs. Patricia Derian, the Democratic National Committeewoman from Mississippi, has also objected to the new registration device. She calls it an invasion of privacy rather than a literacy test.

Whatever the device is to be called, its opponents say, it has a "chilling effect" that is keeping some potential voters, black and white, from registering. Mississippi is to elect a Governor this year.

Sources in the Justice Department, which approved the device after the Mississippi Legislature adopted it in 1972, say they obtained an oral commitment from State Attorney General A. F. Summer that it would not be used as a literacy test. They indicate that the department will act if the complainants produce evidence that the agreement has been violated.

Apparently, no evidence has been offered to the department. However, Mayor Evers said that his sister, Mrs. Elizabeth Jordan, had been turned down for registration in Fayette because she had refused to answer several questions on the new registration application.

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*Taken from NAACP Special Contribution Fund, 1790 Broadway, New York, New York 10019.

Mrs. Derian told of an 18-year-old potential voter in Jackson who had been refused registration on the same grounds.

Mr. Evers sent a telegram last week to Attorney General Edward H. Levi asking that Federal examiners be sent to Mississippi, as authorized by the Voting Rights Act of 1965. A Justice Department spokesman in Washington said today that Mr. Levi had replied to Mr. Evers by mail this morning and there would be no statement until Mr. Evers had received the letter.

Mr. Evers said he had just become aware of the change in the law because no major campaigns to register voters had been held since the 1971 election.

The registration application form asks 16 questions. Most have something to do with an applicant's residence, such as "if you have a current driver's license, state its number and the address shown thereon."

The form also asks for an applicant's Social Security number and the location of his or her church and place of employment. It asks for "the location of the greater amount of your personal possessions." It asks for the location and number of the applicant's telephone, the license number of any real property he owns, and the address listed on his most recent income tax return.

Step 5. Discuss with the students President Carter's recommendation that there be no state requirements for people to fulfill for voting besides age in national elections. Then, a person only need to show up and identify himself. Is this a solution to the problems which are documented in the tests and forms you have examined?

15 SELECTED TEST ITEMS FROM THE SIXTY-SIX ITEM ALABAMA LITERACY TEST

Note: As you read these test items, ask yourself these questions: (1) Is this item consistent with the purpose of the examination? (2) Is the item ambiguous?

7. A person appointed to the United States Supreme Court is appointed for a term of _____.

8. When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect?

9. Does enumeration affect the income tax levied on citizens in various states?

10. Persons opposed to swearing in an oath may say, instead: "I solemnly _____."

12. What words are required by law to be on all coins and paper currency of the United States?

17. Appropriation of money for the armed services can be only for a period limited to _____ years.

19. Who passes laws dealing with piracy?

21. The Constitution protects an individual against punishments which are _____ and _____.

31. Capital punishment is the giving of a death sentence. (True or False)

33. "Involuntary servitude" is permitted in the United States upon conviction of a crime. (True or False)

34. If a state is a party to a case, the Constitution provides that original jurisdiction shall be in _____.

39. The Constitution limits the size of the District of Columbia to _____.

52. Congress is composed of _____.

62. If the two houses of Congress cannot agree on adjournment, who sets the time?

P. O. Pg. 22 — Form 85 (MD-Campaign) Number

"APPLICATION FOR REGISTRATION"

"Under penalty of perjury, write the following answers:

"(1) What is your full name? _____

"(2) What is your social security number? _____

"(3) What is your date of birth? _____

"(4) Are you a citizen of the United States? _____

"(5) What is your present residence address and each place you have resided during the past year, stating when you lived at each place?

"(a) Present address _____

"From _____ to date

"(b) Previous address _____

"From _____ to _____

"(c) Previous address _____

"From _____ to _____

"(If you need additional space, use the back side of this form.)

"(6) Have you ever been convicted of the crime of murder, rape, bribery, theft, arson, obtaining money or goods under false pretenses, perjury, forgery, embezzlement or bigamy? _____

"(7) Answer the following:

"(a) If you have a current driver's license, state its number and the address shown thereon: _____

"(b) If you own a motor vehicle, state license tag number and the county and state in which the vehicle is registered for ad valorem and road and bridge privilege tax purposes: _____

"(c) If you filed an income tax return for the year immediately past, state the address on your most recent income tax return: _____

"(d) If you own real property, state its location: _____

"(e) If you are receiving homestead exemption on any real property, state the location of all such property: _____

"(f) If you are currently employed, state the location of the place where you actually report for work: _____

"(g) State the location of any church affiliation or location of any other religious groups of which you are a member: _____

"(h) State the location of the greater amount of your personal possessions: _____

"(i) If you have a telephone, state its location and number: _____

"(8) Do you intend to make this precinct and County your fixed habitation, for a definite or indefinite length of time, to which you intend to return whenever absent? _____

"After you have answered items 1, 2, 3, 4, 5, 6, and 8 and the applicable questions in item 7 above, sign the following oath in the presence of the registrar or deputy registrar:

"STATE OF MISSISSIPPI

"COUNTY OF _____

I do solemnly swear (or affirm) that I am at least eighteen (18) years old (or I will be before the next election in this county), and that I am now in good faith a resident of this state and of _____ election precinct in this county, and that I am not disqualified from voting by reason of having been convicted of any crime named in the Constitution of this state as a disqualification to be an elector, that I have truly answered all questions propounded to me in the foregoing application for registration, and that I will faithfully support the Constitution of the United States and of the State of Mississippi, and will bear true faith and allegiance to the same. So help me God.

Applicant sign here _____

SWORN TO AND SUBSCRIBED before me, this _____ day of _____, 19____.

_____

Registrar or Deputy Registrar

167104

Title: ILLITERACY

Introduction: It is easy to find something that a person cannot read. To a degree and depending on the situation, each of us occasionally finds ourselves to be functionally illiterate. Often, the term functional illiteracy is used to brand some students as though they suffer from an unusual malady. The purpore of this activity is to document functional illiteracy as a problem that each person can improve on, a problem that demands critical reading and thinking on the part of everyone involved. A wide variety of items is presented that might be considered "unreadable" by the students.

Objectives:

To demonstrate to each student that we are all functionally illiterate.

To examine the nature of functional illiteracy.

Grade Level: 6-12

Time: 20-40 minutes

Materials: Copies of "Read This" for every student. Also the teacher should collect the following items for use in this activity: Bible, almanac, soup can labels, food labels, real estate contract, sheet music, computer printout sheet, car engine diagram, and any other items that some students are not familiar with.

Procedure:

Step 1. Tell the students you want to see how well they read. Mention that you would like them to read some material you have selected from items that are utilized in everyday life.

Step 2. Divide the class into groups of 3 to 5 students, depending on the number of different items you have for them to read.

Step 3. Hand a different item to each group of students. Tell them to read the item as best they can.

Step 4. Discuss which items can be read and which cannot. What determines whether an item can be read? Mention that students might need to read these items sometime in their life. If they can't read the selections, should they consider themselves to be functionally illiterate? Discuss.

Step 5. Identify other items common in our society that are difficult to read.

a. Why are these items hard to read?

b. Is there more involved in reading these items than simply being able to decode the message? (In other words, what

experiences or abilities are needed to understand or comprehend the message?)

c. With which items can a case be made that those people who write the material prefer that others remain functionally illiterate? (For example, legal deeds and the King James version of the Bible until rewritten.)

d. What are some of the negative consequences about being functionally illiterate? Take food labels as an example.

Follow-up: Find items that you cannot read. Determine a way to correct this deficiency, either by improving your ability to read the material or by changing the material in some way.

2. Stitch boxing over webbing, in same way. Stitch ends of boxing.
3. Place foam, then plywood, inside cover. Pull boxing over plywood and staple, mitering corners.
4. Staple narrow webbing to plywood around bottom of seat.

Back Cushion:

1. Follow steps 1 through 3 above.
2. Staple wide webbing (with narrow seam inside) around bottom of seat; first ends, then sides, folding corners neatly. Screw cushions to chair, through holes in frame (*see* FIG. 2).

Stool

SHOPPING LIST:
1x2's—1 pc. 6' long
1x3's—1 pc. 10' long
1x4's—1 pc. 12' long
¼"-thick plywood, 16" x 24" or cut to exact size
3" foam, same size cut to exact size
Upholstery material
4 round head wood screws, #8 x 1¼" long

CUTTING LIST:

code	no. req'd.	cut size
A	(2)	1 x 4 x 20"
B	(4)	1 x 4 x 11½"
C	(4)	1 x 4 x 11¼"
D	not needed	
E	(2)	1 x 3 x 20"
F	not needed	
G	not needed	
H	(2)	1 x 2 x 15"
I	(2)	1 x 2 x 14"
J	(2)	1 x 3 x 17"
K	(2)	1 x 3 x 14"
L	(2)	1 x 3 x 4"
M	(1)	plywood ¼" thick, 15¼" x 22½"
N	not needed	

DIRECTIONS: Stool is assembled same as side chair. Parts D, F, and G are eliminated; I and J substituted (*see* FIG. 2A on page 137).

COCKTAIL TABLE (*shown on page 120*):

SHOPPING LIST:
1x2's—1 pc. 8' long
1x3's—1 pc. 8' long, 1 pc. 10' long
1x4's—2 pcs. 8' long, 1 pc. 14' long
1x8's—1 pc. 3' long

CUTTING LIST:

code	no. req'd.	cut size
A	(2)	1 x 4 x 16"
B	(4)	1 x 4 x 10½"
C	(4)	1 x 4 x 11¼"
D	(2)	1 x 3 x 16"
E	(2)	1 x 3 x 32"
F	(2)	1 x 4 x 35½"
G	(1)	1 x 8 x 36"
H	(4)	1 x 4 x 48"
I	(5)	1 x 3 x 48"
J	(2)	1 x 2 x 19¼"
K	(2)	1 x 2 x 35¼"

DIRECTIONS: Start with the top. Edge glue four H boards and three I boards. Note the three I boards are to the center (*see* FIG. 3). Alternate heart sides to minimize warping. Clamp; dry.

Legs—Draw a light line 3½" from one end. Glue/nail B to C at line. Repeat for other BC leg. Glue/nail cross-brace A to two BC legs. Glue/nail bottom cross-tie D to B, B will overhang D ¼" at bottom. Repeat for other set of legs. Glue/nail stretchers F to sides of C on both leg assemblies. Glue/nail bottom stretchers E to cross-ties D on both leg assemblies, centered and 4" apart (*see* FIG. 4). Glue/nail shelf G to stretchers E and cross-tie D, centered between legs BC and overhanging each end 14".

Top—Take the glued top, select best surface.

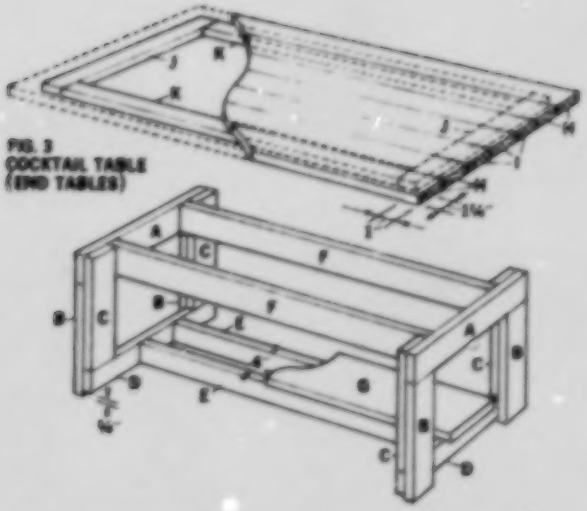


FIG. 3
COCKTAIL TABLE
(END TABLES)

DIRECTIONS: Same procedure is used, the only variation is the size of the parts and two additional I boards in center of top.

CAFE TABLE (*shown on page 121*):

SHOPPING LIST:
1x2's—1 pc. 10' long
1x3's—1 pc. 10' long
1x6's—7 pcs. 8' long

CUTTING LIST:

code	no. req'd.	cut size
A	(2)	1 x 4 x 26½"
B	(4)	1 x 4 x 25"
C	(4)	1 x 4 x 25¼"
D	(2)	1 x 5 x 26½"
E	(2)	1 x 5 x 4"
F	(2)	1 x 3 x 25½"
G	(2)	1 x 4 x 25"
H	(9)	1 x 4 x 51½"
I	(2)	1 x 2 x 29⅛"
J	(2)	1 x 2 x 26⅛"
K	(2)	1 x 4 x 19⅛"

DIRECTIONS: Start with the top. Edge glue nine H boards, alternate heart sides to minimize warping. Clamp and let dry.

Legs—draw a line 3½" from one end of C. Glue/nail B to C at line. Repeat for other leg. Glue/nail top cross-brace A to BC legs. Glue/nail bottom cross-tie D to BC legs. Leg B will overhang D ¼". Repeat for opposite leg assemblies. To assemble frame, glue/nail blocks E to inside corner of cross-ties D. Glue/nail top stretchers G to leg assemblies at C, glue/nail bottom stretchers F to blocks E and cross-ties D. See FIG. 4.

To Complete Top—Select the better surface for the top. Turn over and glue/nail brace I to underside of top 1" from each edge, repeat for opposite end. Glue/nail braces J flush with I braces. Place top on frame assembly between braces I and J. Glue/nail top to cross brace A and stretchers G of frame. Turn table over, glue/nail cleats K between stretchers G and against cross-brace A on each side.

REFECTORY TABLE

SHOPPING LIST:
1x2's—1 pc. 10' long
1x3's—1 pc. 10' long
1x6's—6 pcs. 10' long

CUTTING LIST:

code	no. req'd.	cut size
A	(2)	1 x 4 x 19½"
B	(4)	1 x 4 x 25"
C	(4)	1 x 4 x 25¼"
D	(2)	1 x 5 x 19½"
E	(2)	1 x 5 x 4"
F	(2)	1 x 5 x 53"
G	(2)	1 x 4 x 54½"
H	(7)	1 x 4 x 41"
I	(2)	1 x 2 x 22⅛"
J	(2)	1 x 2 x 56⅛"
K	(2)	1 x 4 x 12⅛"

DIRECTIONS: For refectory table follow same procedure as for café table.

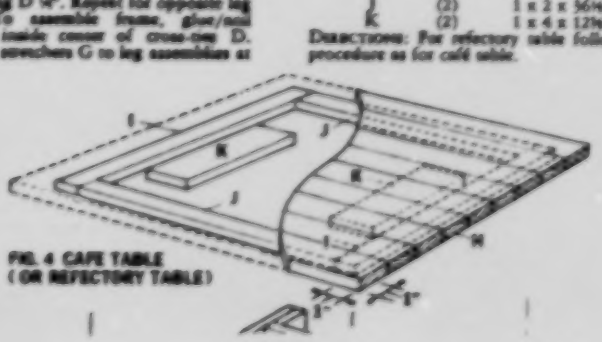


FIG. 4 CAFE TABLE
(OR REFECTORY TABLE)

READ THIS

No. $

REAL ESTATE CONTRACT

TO

Dated , 19

STATE OF NEW MEXICO, }ss.
County of }

I hereby certify that this instrument was filed for record on the day of , A. D., 19 , at o'clock M., and was duly recorded in Book of Records and Conveyances, page on this day of A. D. 19

Clerk and Ex-Officio Recorder

By Deputy

Fee collected $

REAL ESTATE CONTRACT—FORM 101 (REVISED 3-61)

This form does not contain disclosures required by Federal Reserve Regulation I and Consumer Credit Protection Act "Truth in Lending". Use this form only in conjunction with a note or other similar instrument incorporating the required disclosures, or for transactions exempt from said act.

THIS CONTRACT, made in triplicate, this day of , 19 ,

by and between

of the first part hereinafter called the Owner, and

of the second part hereinafter called the Purchaser.

WITNESSETH:

1. That the said Owner, in consideration of the covenants and agreements on the part of the said Purchaser, hereinafter contained, agrees to sell and convey unto the said Purchaser the following real estate situate, lying and being in the County of and State of New Mexico, to-wit:

2. The Owner undertakes and agrees, upon full performance of the conditions, covenants and agreements to be performed by the said Purchaser, to make, execute and deliver to said Purchaser, a good and sufficient warranty deed for the above real estate.

3. In consideration of the premises, the said Purchaser agrees to buy said real estate and to pay said Owner therefor the sum of Dollars ($)

lawful money of the United States of America, which sum is to be paid as follows, to-wit:

Dollars ($), cash in hand paid, the receipt of which is hereby acknowledged, and the balance of $ shall be payable as follows, to-wit:

READ THIS

SHIPPING RATES

THE PREVAILING SHIPPING RATES AT TIME OF SHIPMENT WILL BE CHARGED.

PARCEL POST

Please read below for postal regulations and limitations now in effect

If destination is first class post-office in local, 1st through 8th zones inclusive, combined length and girth of package is limited to 84 inches, and maximum weight of 40 lbs.

If destination is NOT a first class post-office, the previous size of 100 inches and weight limited to 70 lbs. will continue in effect.

There are exceptions to postal regulations and limitations that do not affect our line of merchandise.

Exceptions

Parcels weighing less than 15 pounds, and measuring over 84 inches but not exceeding 100 inches in length and girth combined, are chargeable with a minimum rate equal to that for a 15 pound parcel for the zone to which addressed.

Third class rates apply up to but not including one pound.

Weight 1 lb. and not to exceed	Local Zone	Up to 150 miles 1,2	151 to 300 miles 3	301 to 600 miles 4	601 to 1 000 miles 5	1 001 to 1 400 miles 6	1 401 to 1 800 miles 7	Over 1 800 miles 8
2 pounds	$0 77	$0 90	$0 93	$1 04	$1 15	$1 28	$1 40	$1 68
3	82	97	1 02	1 15	1 29	1 46	1 62	1 74
4	86	1 04	1 10	1 25	1 42	1 63	1 84	2 00
5	91	1 11	1 19	1 36	1 56	1 81	2 06	2 26
6 pounds	95	1 18	1 27	1 46	1 69	1 98	2 28	2 52
7	1 00	1 25	1 36	1 57	1 83	2 16	2 50	2 78
8	1 04	1 32	1 44	1 67	1 96	2 33	2 72	3 04
9	1 09	1 39	1 53	1 78	2 10	2 51	2 94	3 30
10	1 13	1 46	1 61	1 88	2 23	2 68	3 16	3 56
11 pounds	1 18	1 53	1 70	1 99	2 37	2 86	3 38	3 82
12	1 22	1 60	1 79	2 09	2 50	3 03	3 60	4 08
13	1 27	1 67	1 87	2 20	2 64	3 21	3 82	4 34
14	1 31	1 74	1 95	2 30	2 77	3 38	4 04	4 60
15	1 36	1 81	2 04	2 41	2 91	3 56	4 26	4 86
16 pounds	1 40	1 88	2 12	2 51	3 04	3 73	4 48	5 12
17	1 45	1 95	2 21	2 62	3 18	3 91	4 70	5 38
18	1 49	2 02	2 29	2 72	3 31	4 08	4 92	5 64
19	1 54	2 09	2 38	2 83	3 45	4 26	5 14	5 90
20	1 58	2 16	2 46	2 93	3 58	4 43	5 36	6 16
21 pounds	1 63	2 23	2 55	3 04	3 72	4 61	5 58	6 42
22	1 67	2 30	2 63	3 14	3 85	4 78	5 80	6 68
23	1 72	2 37	2 72	3 25	3 99	4 96	6 02	6 94
24	1 76	2 44	2 80	3 35	4 12	5 13	6 24	7 20
25	1 81	2 51	2 89	3 46	4 26	5 31	6 46	7 46
26 pounds	1 85	2 58	2 97	3 56	4 39	5 48	6 68	7 72
27	1 90	2 65	3 06	3 67	4 53	5 66	6 90	7 98
28	1 94	2 72	3 14	3 77	4 66	5 83	7 12	8 24
29	1 99	2 79	3 23	3 88	4 80	6 01	7 34	8 50
30	2 03	2 86	3 31	3 98	4 93	6 18	7 56	8 76
31 pounds	2 08	2 93	3 40	4 09	5 07	6 36	7 78	9 02
32	2 12	3 00	3 48	4 19	5 20	6 53	8 00	9 28
33	2 17	3 07	3 57	4 30	5 34	6 71	8 22	9 54
34	2 21	3 14	3 65	4 40	5 47	6 88	8 44	9 80
35	2 26	3 21	3 74	4 51	5 61	7 06	8 66	10 06
36 pounds	2 30	3 28	3 82	4 61	5 74	7 23	8 88	10 32
37	2 35	3 35	3 91	4 72	5 88	7 41	9 10	10 58
38	2 39	3 42	3 99	4 82	6 01	7 58	9 32	10 84
39	2 44	3 49	4 08	4 93	6 15	7 76	9 54	11 10
40	2 48	3 56	4 16	5 03	6 28	7 93	9 76	11 36
45 pounds	2 71	3 91	4 59	5 56	6 96	8 81	10 86	12 66
50	2 93	4 26	5 01	6 08	7 62	9 68	11 96	13 96
55	3 16	4 61	5 44	6 61	8 31	10 56	13 06	15 26
60	3 38	4 96	5 86	7 13	8 98	11 43	14 16	16 56
65	3 61	5 31	6 29	7 66	9 66	12 31	15 26	17 86
70	3 83	5 66	6 71	8 18	10 33	13 18	16 36	19 16

PARCEL POST INSURANCE FEES

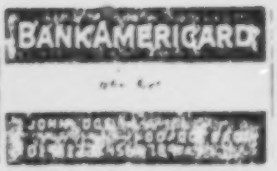
Indemnity	Insurance For Parcel Post
$0 01 to $15 00	$ 25
$15 01 to $50 00	$ 40
$50 01 to $100 00	$ 50
$100 01 to $150 00	$ 65
$150 01 to $200 00	$ 80

For fees from $200 to $1,000, contact your local postmaster

TRUCK OR RAIL FREIGHT

Rail and Truck freight rates are based on weight, kind of merchandise and distance. All freight shipments are sent "Freight Collect" and you pay the agent on delivery. Shipments of less than 100 lbs. are charged at the rate of 100 lbs. The minimum charge is the rate for 100 lbs. of the highest rated article in the shipment. It rarely pays to ship by freight unless your order weighs nearly 100 lbs. or more. Items will be shipped to you by truck or rail if not deliverable by Parcel Post or United Parcel Service.

If due to the size and weight restrictions on Parcel Post or United Parcel Service, you must ship by either truck or rail, contact your local carrier for costs before placing your order.



MASTER CHARGE AND BANKAMERICARD WELCOMED

When in Our Showroom Just Present Your Card To Our Sales Personnel. When Mailing Your Order In Merely List Your MASTER CHARGE OR BANKAMERICARD Number In Place Provided On The Order Blank And Advise Us To Charge It To Your Master Charge or Bankamericard Account — IT'S EASY

UNITED PARCEL SERVICE

RATE CHART FOR SERVICE TO ALL CONTINENTAL STATES

EXCEPTION: No Intrastate Service within the following

Idaho	Oklahoma
Kansas	Texas (Outside of the Dallas,
Montana	Ft. Worth-Houston Area.)
Nevada	Utah

ANY FRACTION OF A POUND OVER 1st OR 2nd SHOWN TAKES THE NEXT HIGHER RATE

WEIGHT NOT TO EXCEED	RATES TO ZONE 2	ZONE 3	ZONE 4	ZONE 5	ZONE 6	ZONE 7	ZONE 8	WEIGHT NOT TO EXCEED	RATES TO ZONE 2	ZONE 3	ZONE 4	ZONE 5	ZONE 6	ZONE 7	ZONE 8
1lb	$ 66	$ 66	$ 70	$ 73	$ 76	$ 80	$ 85	25lb	$2 16	$2 55	$3 20	$3 85	$4 76	$5 30	$6 97
2"	72	75	80	85	91	1 00	1 09	27"	2 22	2 63	3 30	3 98	4 92	6 00	7 22
3"	78	83	90	98	1 06	1 20	1 34	28"	2 28	2 70	3 40	4 10	5 08	6 20	7 46
4"	84	90	1 00	1 10	1 24	1 40	1 58	29"	2 34	2 78	3 50	4 23	5 24	6 40	7 71
5"	90	98	1 10	1 23	1 40	1 60	1 83	30"	2 40	2 85	3 60	4 35	5 40	6 60	7 95
6"	96	1 05	1 20	1 35	1 56	1 80	2 07	31"	2 46	2 93	3 70	4 48	5 56	6 80	8 20
7"	1 02	1 13	1 30	1 48	1 72	2 00	2 32	32"	2 52	3 00	3 80	4 60	5 72	7 00	8 44
8"	1 08	1 20	1 40	1 60	1 86	2 20	2 56	33"	2 58	3 08	3 90	4 73	5 88	7 20	8 69
9"	1 14	1 28	1 50	1 73	2 04	2 40	2 81	34"	2 64	3 15	4 00	4 85	6 04	7 40	8 93
10"	1 20	1 35	1 60	1 85	2 20	2 60	3 05	35"	2 70	3 23	4 10	4 98	6 20	7 60	9 18
11"	1 26	1 43	1 70	1 98	2 36	2 80	3 30	36"	2 76	3 30	4 20	5 10	6 36	7 80	9 42
12"	1 32	1 50	1 80	2 10	2 52	3 00	3 54	37"	2 82	3 38	4 30	5 23	6 52	8 00	9 67
13"	1 38	1 58	1 90	2 23	2 64	3 20	3 79	38"	2 88	3 45	4 40	5 35	6 68	8 20	9 91
14"	1 44	1 65	2 00	2 35	2 80	3 40	4 03	39"	2 94	3 53	4 50	5 48	6 84	8 40	10 16
15"	1 50	1 73	2 10	2 48	3 00	3 60	4 28	40"	3 00	3 60	4 60	5 60	7 00	8 60	10 40
16"	1 56	1 80	2 20	2 60	3 16	3 80	4 52	41"	3 06	3 68	4 70	5 73	7 16	8 80	10 65
17"	1 62	1 88	2 30	2 73	3 32	4 00	4 77	42"	3 12	3 75	4 80	5 85	7 32	9 00	10 89
18"	1 68	1 95	2 40	2 85	3 48	4 20	5 01	43"	3 18	3 83	4 90	5 98	7 48	9 20	11 14
19"	1 74	2 03	2 50	2 96	3 64	4 40	5 26	44"	3 24	3 90	5 00	6 10	7 64	9 40	11 38
20"	1 80	2 10	2 60	3 10	3 80	4 60	5 50	45"	3 30	3 98	5 10	6 23	7 80	9 60	11 63
21"	1 86	2 18	2 70	3 23	3 96	4 80	5 75	46"	3 36	4 05	5 20	6 35	7 96	9 80	11 87
22"	1 92	2 25	2 80	3 35	4 12	5 00	5 99	47"	3 42	4 13	5 30	6 48	8 12	10 00	12 12
23"	1 98	2 33	2 90	3 48	4 28	5 20	6 24	48"	3 48	4 20	5 40	6 60	8 28	10 20	12 36
24"	2 04	2 40	3 00	3 60	4 44	5 40	6 48	49"	3 54	4 28	5 50	6 73	8 44	10 40	12 61
25"	2 10	2 48	3 10	3 73	4 60	5 60	6 73	50"	3 60	4 35	5 60	6 85	8 60	10 60	12 85

ADDITIONAL CHARGES: For each COD received, 85 cents. For each Address Correction, 85 cents.

Orders must include your street address or your route and box number if shipment is to be made via United Parcel Service.

For Determining Zones From Denver

ZIP CODE PREFIX	ZONE	ZIP CODE PREFIX	ZONE	ZIP CODE PREFIX	ZONE	ZIP CODE PREFIX	ZONE	ZIP CODE PREFIX	ZONE	ZIP CODE PREFIX	ZONE
800-043	7	283-293	5	467-468	6	570-577	4	747	5	870-871	4
044	8	294-295	6	469	5	580-583	5	748	6	872	4
045	7	296-295	7	470-471	6	584-588	4	749-752	5	874-875	3
046-048	8	296-299	6	472	5	600-604	5	754-761	5	877	3
049-054	7	300-319	6	473	6	609-631	5	762-763	4	878-883	4
056-098	7	320-322	7	474-479	5	633-639	5	764-770	5	884	3
100-139	7	323-325	8	480-482	6	640-661	4	773-789	5	890-891	4
140-147	6	326-339	7	484-489	6	664-668	4	790-799	6	894-895	5
148-149	7	340-353	6	490-491	5	670-678	5	800-810	4	897	5
150-167	6	354-369	6	492	6	683-685	4	811	3	900	5
168-191	7	370-372	5	493-495	5	686-688	4	812	2	902-908	5
193-199	7	373-374	6	496-497	6	691-693	3	813-815	3	910-918	5
200-214	7	376-376	6	498-499	5	700-701	6	816	2	920-928	5
215	6	380-384	5	500-503	4	703-704	6	820	2	930-937	5
216-225	7	385	6	504	5	705-708	5	821-823	3	939-954	5
226	6	386-395	5	505	4	710-714	5	824	4	955	6
227	7	396-399	6	506-507	5	716-726	5	825-827	3	956-966	5
229	6	396-397	5	508	4	727	6	828	4	970-979	5
229-239	7	400-418	6	510-516	4	728-729	5	829-831	3	980-987	6
240-253	6	419	5	520-528	5	730-731	4	832-838	5	989-994	5
254	7	421-427	6	530-551	5	734-738	4	840-842	4	995	6
255-268	6	428-436	5	553-556	5	739	3	843-847	4	996	5
270-276	6	437-437	6	558-560	5	740-741	4	848	4	997	6
277-279	7	438-438	6	561-562	4	743-746	4	863	4	998-999	5
280-289	6	440-446	5	563-567	5						

Additional charge for each COD delivery, 85 cents

WEIGHT AND SIZE LIMITS

Maximum Weight per package, 50 POUNDS

Maximum Size per package, 108 INCHES IN LENGTH AND GIRTH COMBINED

Minimum charge for a package measuring over 84 inches in length and girth combined will be equal to charge for a package weighing 25 pounds

TO OBTAIN MANUFACTURERS' WARRANTY INFORMATION, PLEASE SEND A WRITTEN REQUEST TO THE SHOWROOM

READ THIS

FORM 17—LEASE (SHORT FORM)

Lease

This Indenture, made this ..... day of ....., 19....,

by and between .....

.....,

hereinafter, whether singular or plural, masculine, feminine, or neuter, designated as "Lessor," which expression shall include Lessor's heirs, executors, administrators, assigns, and successors in interest, and .....

.....

.....,

hereinafter, whether singular or plural, masculine, feminine, or neuter, designated as "Lessee," which expression shall include all Lessees, jointly and severally, and shall include Lessee's heirs, executors, administrators, assigns, and successors in interest, WITNESSETH:

Lessor, for and in consideration of the covenants and agreements herein contained to be kept and performed by Lessee, Lessee's heirs, executors, administrators, assigns, and successors in interest, and upon the terms and conditions herein contained, does hereby let, lease, and demise to Lessee the following-described premises, hereinafter called "Premises", situate in ....., County of .....,
State of New Mexico, to-wit:

The term of this Lease shall be for a period of ..... (.....) (months) years, beginning on the ..... day of ....., 19....., and ending on the ..... day of ....., 19.....

Lessee, for and in consideration of this Lease and the demise of the Premises by Lessor to Lessee, hereby agrees and covenants with Lessor to pay as rent for the Premises, without notice or demand, the sum of .....
..... Dollars ($ .....) in the following manner, to-wit:

TACOS
Beef Tacos---------.25
Puffed Soft Taco---.35
Chicken Tacos------.30
Tostado Tacos------.50
Guacamole Tacos----.50

CHILI RELLENOS
Chili Relleno
plain----------.30 ea.
Chili Relleno
w/green---------.40 ea.

BURRITOS
Bean-----------.45 ea.
Meat-----------.55 ea.
Guacamole-------.60 ea.

FRIED BEANS-------.50 pt.

FRIED RICE--------.50 pt.

ENCHILADA SAUCE---.55 pt.

CHILI CON CARNE
Red or Green----.90 pt.
CHILI CON QUESO--1.25 pt.
DIP
GUACAMOLE
Salad---(4 oz.)-.50
DIP
STUFFED SOPAIPILLA
Bean & Meat-----.43 ea.
Meat & Green----.58 ea.

ENCHILADAS
Cheese Rolled-----.20 ea.
Cheese Flat-------.30 ea.
Beef Rolled-------.35 ea.
Beef Flat---------.40 ea.
Blue Corn Flat----.40 ea.
Chicken Rolled----.35 ea.
Sour Cream--------.45 ea.

CHALUPA
Beans & Meat------.43 ea.
Meat & Green------.58 ea.

ENTOMATADA
w/green Chile and
Tomato Sauce------.45 ea.

CARNE
ADOVADA----------2.35 lb.

MEXICAN STYLE
SPARERIBS---------2.20 lb.

TAMALES
Tamales plain-----.15 ea.
Tamales w/sauce---.20 ea.

FLAUTAS
Soft or Crisp-----.35 ea.
TOSTADAS----------.70 lb.
CORN TORTILLAS----.17 dz.
WHITE TORTILLAS---.95 dz.
SOPAIPILLAS-------.70 dz.
NATILLAS
Milk and Egg
Pudding----------.90 pt.
HONEY-------------.02 ea.

CARLOS SPECIAL PLATE
Taco - Enchilada - Tamale
Chili Relleno with Green
Chili. Beans and Rice
$1.35

ASSORTED PLATE
Taco - Enchilada - Tamale
Beans and Rice
99¢

CHILI RELLENO PLATE
2 Green Chili Peppers
w/Green Chili and Meat
Beans and Rice
$1.05

TACO DINNER
3 Tacos - Beans
and Rice
$1.10

TOSTADO TACO PLATE
2 Open Faced Tacos
w/Meat, Beans and
Green Chili
99¢

FLAUTA PLATE
2 Flautas - Chalupa
Puffed Soft Taco
$1.50

CHICKEN ENCHILADA
PLATE
2 Chicken Enchiladas
w/ green chili
Fried Beans Fried Rice
$1.09

SOUR CREAM ENCHILADA
PLATE
2 Sour Cream Enchiladas
Fried Rice Fried Beans
$1.30

ENCHILADA PLATE
3 Enchiladas with Cheese
Sauce, Beans and Rice
99¢

COCINA SPECIAL PLATE
Stuffed Sopaipilla - Chili
Relleno and Entomatada
$1.29

MEXICAN STYLE
SPARERIBS PLATE
Spareribs - Taco - Enchilada
Beans and Rice
$1.49

CARNE ADOVADA
Meat Marinated in Sauce
Fried Potatoes
Fried Beans
$1.49

YOUNG FRIED CHICKEN
Vegetable and Potatoes
$1.35

JUMBO FRIED SHRIMP
PLATE
Vegetable and French Fries
$1.50

HAMBURGER----------.50 ea.
w/green chili------.10 extra
CHEESEBURGER-------.65 ea.
Order of
FRENCH FRIES-------.25 ea.

ELOY SPECIAL PLATE
1 Puffy Taco - 1 Chili Relleno
1 Stuffed Sopaipilla - Fried Rice
$1.49

READ THIS

179

111

112

separately to each household employee.

Social security taxes do not apply to cash wages for domestic service in your home if performed by your spouse, or by your son or daughter under the age of 21.

Nor do these taxes apply to cash wages for domestic service performed by your mother or father unless (a) you have in your home a son or daughter who is under age 18 or has a physical or mental condition that requires the personal care of an adult for at least four continuous weeks in the quarter, and (b) you are a widow (widower) or are divorced, or you have a spouse in your home who, because of a physical or mental condition, is incapable of caring for your son or daughter for at least four continuous weeks in the quarter.

The taxes apply only to cash wages paid to household employees who meet the $50 a-quarter test. Checks, money orders, etc., are the same as cash, but the value of food, lodging, clothing, car tokens, and other noncash items furnished to a household employee is not subject to social security tax.

If you file Form 941 for business employees, you may include household employees on this form. Otherwise, report them on Form 942.

10. Partially Exempt Employment

If half or more of an employee's time in your employ in a pay period is spent performing services subject to the taxes, all amounts you paid to him for services performed in that pay period are taxable. If less than half the time is spent performing services subject to the taxes, none of the amount you paid to him is taxable for purposes of the Federal employment taxes including income tax withholding.

11. Payroll Period

For income tax withholding the payroll period is the period of service for which you ordinarily pay wages to an employee.

If you have a regular payroll period, withhold the income tax on the basis of that period even though the employee does not work the full period.

If you have no payroll period, withhold the tax as if the wages were paid on a daily or miscellaneous payroll period. This method requires a determination of the number of days (including Sundays and holidays) in the period covered by the wage payment. If the wages are unrelated to a specific length of time (for example, commissions paid on completion of a sale), the number of days must be counted from the date of payment back to the latest of (a) the last payment of wages made during the same calendar year, (b) the date employment commenced if during the same calendar year, or (c) January 1 of the same year.

If an employee is paid for a period of less than one week and signs a statement under penalties of perjury that he is not working for wages subject to withholding for any other employer during the same calendar week, you may compute his withholding on the basis of a weekly, instead of a daily or miscellaneous, payroll period. If he later begins work for wages subject to withholding for another employer, he must notify you within 10 days. After that, you must compute his withholding on the basis of the daily or miscellaneous period.

12. Supplemental Wage Payments Including Tips

If you pay supplemental wages—such as bonuses, commissions, overtime pay, back pay including retroactive wage increases, or reimbursements for nondeductible moving expenses (as noted in section 6)—in the same payment with regular wages, withhold the income tax as if the total of the supplemental and regular wages were a single wage payment for the regular payroll period.

If you pay supplemental wages in a different payment from regular wages, the method of withholding income tax depends in part on whether you withheld income tax from the employee's regular wages.

If you have withheld income tax from the employee's regular wages, you may choose either of two methods for withholding income tax on the supplemental wages. (1) You may withhold at a flat percentage rate of 20 percent without allowing for any withholding allowances the employee claimed on his Form W–4, or (2) you may add the supplemental wages to the regular wages paid the employee within the same calendar year for the current or last preceding payroll period, determine the income tax to be withheld as if the aggregate amount were a single payment, subtract the tax already withheld from the regular wage payment, and withhold the remaining tax from the supplemental wage payment.

If you have not withheld income tax from the regular wages (as, for example, where an employee's withholding allowances exceed his wages) you must use method (2) above. You must add the supplemental wages to the regular wages you paid within the same calendar year for the current or last preceding payroll period and withhold income tax on the total as though the supplemental wages and regular wages were one payment for a regular payroll period.

Tips Treated as Supplemental Wages.—If an employee receives regular wages and reports tips, determine the income tax to be withheld on the tips as if the amount of tips reported were a supplemental wage payment. If you have not withheld income tax from the employee's regular wages, you must add the reported tips, as you would other supplemental wages, to the regular wages you paid within the same calendar year for the current or last preceding payroll period and withhold income tax as though the tips and regular wages were one payment. If, however, you have withheld income tax from the regular wages, you may choose to withhold on the tips by either method (1) or (2) described above.

You must withhold income tax on the tips from wages (excluding tips) or from other funds the employee makes available.

Vacation Pay.—If an employee receives vacation pay for a vacation absence, the vacation pay is subject to withholding as though it were a regular wage payment made for the payroll periods during the vacation. If vacation pay is paid in addition to regular wages for the vacation period, the vacation pay is treated as a supplemental wage payment. If the vacation pay is for a time that exceeds the employer's normal payroll period, it should be allocated over the payroll periods for which it is paid.

13. Marital Status and Withholding Allowances

To determine income tax withholding, you must take these factors into account:

1. **Wages paid**—(Including tips reported) during the payroll period.

2. **Marital status.**—There are separate withholding tables for single and married employees.

3. **Withholding allowances.**—These correspond with the exemptions that will be allowable on the employee's Federal income tax return for himself, wife (husband), age, blindness, and dependents.

Each person claimed as a dependent must meet all of the following tests:

(a) Income.—Received less than $750 income. (If your child* was under 19 or was a full-time student, ignore this test.)

READ THIS

Scoreboard

Football

NFL Leaders

Leading Rushers

	Att.	Yds.	Avg.	TD
Campbell, LA.	[illegible]	[illegible]	4.6	1
Allen, Chi.	[illegible]	[illegible]	4.0	3
McCutcheon, LA.	[illegible]	[illegible]	4.0	0

Leading Passers

	Att.	Com.	Yds.	TDs	Int.	Comp. Pct.
Pastt, S.D.	[illegible]	[illegible]	[illegible]	6	4	8.96
Stenhouse, Dall.	[illegible]	[illegible]	[illegible]	4	4	10.33
Ferguson, Buff.	[illegible]	[illegible]	[illegible]	5	3	7.57
Miller, Chi.	[illegible]	[illegible]	[illegible]	6	6	8.98
Plunkett, S.F.	[illegible]	[illegible]	[illegible]	6	4	7.40
Jones, Balt.	[illegible]	[illegible]	[illegible]	5	5	8.77
Hart, St. L.	[illegible]	[illegible]	[illegible]	4	4	7.42
Livingston, K.C.	[illegible]	[illegible]	[illegible]	4	4	7.89
Anderson, Chi.	[illegible]	[illegible]	[illegible]	4	4	6.32
Bradshaw, Pitt.	[illegible]	[illegible]	[illegible]	4	4	6.98

Leading Receivers

	Rec.	Yds.	Gain	Avg. TDs
Parsons, Minn.	[illegible]	[illegible]	9.4	0
DeVoe, Dall.	[illegible]	[illegible]	15.7	1
H. Moore, Min.	[illegible]	[illegible]	14.4	1
G.Frazier, Chgo.	[illegible]	[illegible]	10.1	0
Largent, Sea.	[illegible]	[illegible]	17.7	1
Harris, St.L.	[illegible]	[illegible]	12.8	1
Lewis, K.C.	[illegible]	[illegible]	12.8	0
R.White, Minn.	[illegible]	[illegible]	16.2	2
D.Pearson, Dall.	[illegible]	[illegible]	13.2	1
Cooper, Oak.	[illegible]	[illegible]	18.1	3

Leading Punters

	No.	Yds.	Avg.
D.Lee, Balt.	[illegible]	[illegible]	43.7
Wilson, K.C.	[illegible]	[illegible]	43.6
Jennings, N.Y.G.	[illegible]	[illegible]	43.5
Widdel, Pitt.	[illegible]	[illegible]	43.3
Werner, Det.	[illegible]	[illegible]	43.1

Leading Punt Returners

	No.	Yds.	Avg.
Upshaw, Oak.	[illegible]	[illegible]	17.0
Rice, T.B.	[illegible]	[illegible]	15.0
McGill, S.F.	[illegible]	[illegible]	13.7
E.Brown, Wash.	[illegible]	[illegible]	13.5
Fuller, S.D.	[illegible]	[illegible]	12.5

Leading Kickoff Returners

	No.	Yds.	Avg.
Reichenbach, Chi.	[illegible]	[illegible]	33.6
Harris, Dall.	[illegible]	[illegible]	31.8
Jones, Dall.	[illegible]	[illegible]	31.5
Dunn, Min.	[illegible]	[illegible]	28.0
Gillenwater, N.Y.J.	[illegible]	[illegible]	27.1

Dan Manucci	32-37—69
Mac McLendon	29-30—69
Steve Veriato	36-33—69
Mike Davis	35-34—69
Tom Hall	36-34—70
Kermit Zarley	35-36—70
Homero Blanco	34-36—70
George Cadle	36-34—70
Tony Cerda	36-34—70
Billy Casper	37-33—70
Ken Still	36-34—70
Ron Cerrudo	36-34—70
Jim Colbert	36-34—70
Bill Mallon	34-36—70
Tom Kite	34-36—70
Bruce Fleisher	36-34—70

Baseball

NL Standings

	W	L	Pct.	GB
East				
x-Philadelphia	[illegible]	[illegible]	[illegible]	-
Pittsburgh	[illegible]	[illegible]	[illegible]	[illegible]
New York	[illegible]	[illegible]	[illegible]	[illegible]
St. Louis	[illegible]	[illegible]	[illegible]	[illegible]
Chicago	[illegible]	[illegible]	[illegible]	[illegible]
Montreal	[illegible]	[illegible]	[illegible]	[illegible]
West				
x-Cincinnati	[illegible]	[illegible]	[illegible]	-
Los Angeles	[illegible]	[illegible]	[illegible]	[illegible]
Houston	[illegible]	[illegible]	[illegible]	[illegible]
San Francisco	[illegible]	[illegible]	[illegible]	[illegible]
San Diego	[illegible]	[illegible]	[illegible]	[illegible]
Atlanta	[illegible]	[illegible]	[illegible]	[illegible]

x-clinched division title

Tuesday's Games

No games scheduled

Today's Games and Probable Pitchers

Montreal (Stanhouse 8-12) at Chicago (Reuschel 8-12).

New York (Koosman 21-9) at Philadelphia (Underwood 10-5), night.

St. Louis (McGlothen 13-14) at Pittsburgh (Candelaria 15-7), night.

Atlanta (Matthews 14-16) at Cincinnati (Nolan 14-9), night.

San Francisco (Barr 15-11) at Houston (Lemongello 2-0), night.

San Diego (Owchinko 6-9) at Los Angeles (Rau 15-11), night.

AL Standings

	W	L	Pct.	GB
East				
New York	[illegible]	[illegible]	[illegible]	-
Baltimore	[illegible]	[illegible]	[illegible]	[illegible]
Cleveland	[illegible]	[illegible]	[illegible]	[illegible]
Boston	[illegible]	[illegible]	[illegible]	[illegible]
Detroit	[illegible]	[illegible]	[illegible]	[illegible]
Milwaukee	[illegible]	[illegible]	[illegible]	[illegible]
West				
Kansas City	[illegible]	[illegible]	[illegible]	-
Oakland	[illegible]	[illegible]	[illegible]	[illegible]
Minnesota	[illegible]	[illegible]	[illegible]	[illegible]
California	[illegible]	[illegible]	[illegible]	[illegible]
Texas	[illegible]	[illegible]	[illegible]	[illegible]
Chicago	[illegible]	[illegible]	[illegible]	[illegible]

Tuesday's Games

Detroit 4, Cleveland 4

California 7, Chicago 2

Other clubs not scheduled

Title: EDUCATIONAL JARGON

Introduction: We often trap ourselves in situations where we become functionally illiterate. To prove that this is true, a mathematics teacher took a number of educational slang phrases, fed them into a computer, had the computer form paragraphs from the phrases, and presented the material to the high school staff. The staff voted on whether to approve the material as a resolution (it failed). This was all done without a single person questioning that the words and phrases were meaningless. Acting like we can read when we can't, especially when the material uses big words, does not make us more literate. This activity attempts to expose educational jargon as a hindrance to clear communication.

Objective:

To identify educational jargon as an expression of lack of knowledge and inability to communicate in simple, straight forward terms.

Grade Level: 10-12

Time: 20-30 minutes

Materials: Copies of "Guidelines for the Development of Educational Objectives" and "Pedagogical Gobbledygook Loses None of Its Opacity"

Procedure:

Step 1. Ask the class if they have heard teachers or other educators use terms that they did not understand. Have them mention a few of these, if possible.

Step 2. Hand out "Guidelines for the Development of Educational Objectives" to the class. Ask the students to read the document and be prepared to verbally summarize the content of the material before the class.

Step 3. Ask if the students had difficulty reading and understanding the material. In their opinion, who is to blame for this inability? Are the students simply illiterate?

Step 4. Mention that this is a good example of jargon and that the material was written (composed) by a computer, yet the piece of writing makes as much sense as many other educational documents. Hand out article from Albuquerque Journal that follows the computer piece.

Step 5. Discuss how jargon gets started and why it continues. Postulate some guidelines to help educators use less jargon.

Follow-up: Find examples of the jargon used by other groups or professions. Bring in these samples. In what ways are all types of jargon similar? Are they

attempting to exclude or include others? In what ways can people who know the jargon have and maintain power over the people who don't know the jargon?

In this regard, an awareness of cross cultural value orientation adds overwhelming economic contraints to the sophisticated conceptual framework considering the postulated interrelationships, initiation of critical evaluation pro[illegible]res requires considerable statistical analysis to arrive at the evoluti[illegible] of behaviorally defined objectives. Similarly, the minimum standard of achievement adds explicit performance limits to the rationale behind the scope and sequence of our curriculum. Thus, the inevitable ramifications of further delay necessitates that urgent consideration be applied to a constant flow of effective information.

Based on Bloom's taxonomy of educational objectives, the development of meaningful alternative programs is furt[illegible]r compounded, when taking into account the performance criteria. Indeed, the minimum standard of achievement maximizes the probability of success and minimizes time for the philosophy of optimization of mediocrity. In view of system operation, the fully integrated eva[illegible]uation program must utilize and be functionally interwoven with the anticipated multiple spinoffs. In particular, the sophisticated conceptual framework adds overwhelming economic constraints to the development of meaningful alternative programs.

The inevitable ramifications of further delay adds explicit performance limits to a constant flow of effective information. To some extent, the characterization of specific criteria adds explicit performance limits to the sophisticated conceptual framework. For example, the evolution of behaviorally defined objectives effects a significant implementation to a large portion of the interface coordination communication. In addition, the characterization of specific criteria presents extremely interesting challenges to the philosophy of optimization of mediocrity.

Based on overriding economic considerations, the development of meaningful alternative programs necessitates that urgent consideration be applied to the evolution of behaviorally defined objectives.

---

*Adapted from John Masoncup, Albuquerque Public Schools, Albuquerque, New Mexico.

PEDAGOGICAL GOBBLEDYGOOK LOSES NONE OF ITS OPACITY*

by Jack Smith

If I had fear that a branch of gobbledygook known as educationalese was losing its opacity, I am reassured by a periodical called the Reflector, which has been sent to me by a bemused reader.

In its eight small pages the paper offers an abundance of evidence that educationalese is still viable (and contagious?); but I will merely quote three paragraphs as being especially fine examples:

> "Much of the growing alienation of children and youth from education stems from pressures to engage in cognitive learning acitvities for which there is little affective commitment or sense of relevance . . ."
>
> "Knowledge of developmental growth sequences is very important if the school is to provide appropriate opportunities for human relations learning relative to responsibility-taking and decision-making maturity, self-education initiative, impulse-control balance, and the like . . ."
>
> "The motivation to learn derives from the challenge of meaningful problem-solving or inquiry activities that combine elements of intellectual search, effective involvement and commitment, skill practice, and action closure . . ."

Of course the Reflector, being published by the Staff Development Branch of the Los Angeles Unified School District, is meant for the specialist, not thr general reader. People who work together in one field, with common problems and common interests, do naturally develop jargons. I suspect, we like to make ourselves seem more important and mysterious to outsiders by throwing up a wall of words they can't see through. Anyway, as long as education people understand each other, in their private councils, it doesn't matter much, I suppose, if their conversation is Greek to me.

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*From Albuquerque Journal.

SECTION 6

READING MAPS

INTRODUCTION

The need for reading maps is more important than it has been in the past. As interdependence increases around the world, the community of the student increases. That is, the area of possible influence and effect of his actions is increasing beyond what the student can see and touch. To understand his role in his larger community, a student must have tools to view and analyze changes in the world. Maps can provide such a tool when students know how to read them.

Reading maps is a skill, a skill that must be learned. In learning to read maps, students must have experience in decoding the map's symbols, comprehending the meaning of the maps in relation to their own experiences, and creating their own maps. These experiences can be translated into specific skill objectives that students should be directed towards achieving. Map skills students should acquire include:

1. using map symbols
2. using directions (east, west, north, south)
3. using scales
4. selecting appropriate maps to serve given purposes

Basic to the map reading process is a recognition that the map is not physical territory, much as a word is not the thing it represents. Using maps to analyze reality without confusing that map with the real world is not easy. When one has no personal concrete experience with the territory the map represents, reading that map can be confusing and unrewarding. Activities in this section are designed to provide teachers with examples of approaches to be used in helping students read maps.

Title: WHAT DO YOU KNOW ABOUT AFRICA?

Introduction: Map making is a process of transferring personal meaning into symbolic form. A problem for students in reading a map, in an atlas let's say, is the fact that the student can't make sense out of the symbols and does not understand the message being transmitted. One way to improve student ability to decode map symbols is to combine the students' perceptions and knowledge of an area with a blank outline map to provide a map based on personal meaning. From this point, students have a concrete representation of what they know about the area which can be easily compared to the data and meaning transmitted by atlas and textbook maps on the same area. This activity offers a model for utilizing student knowledge about Africa.

Objectives:

To document in symbols and words student knowledge of Africa by having them depict what they know on a blank map of Africa.

To compare what is known about Africa with data provided on other maps of Africa.

Grade Level: 6-12

Time: 20 minutes

Materials: Copies of handout "Africa Map" and copy of maps of Africa from atlases or textbooks for each student

Procedure:

Step 1. Pass out the blank outline map of Africa to students.

Step 2. Ask students to fill in the map in a way that communicates what they know about Africa. Suggest that this can include geographic and natural features, as well as political, social, economic, and perceptual knowledge of Africa. Mention that symbols can and should be used to record this knowledge on the map where possible, and they should devise a legend of the symbols. (All the maps will be different, according to individual knowledge.)

Step 3. Hand out copies of atlas or textbook maps of Africa to the students. Ask them to discuss the type of knowledge transmitted on the printed maps in comparison to the knowledge conveyed on their maps. What symbols are common to both maps? Where did students get the data they have? How accurate are student images of Africa? How can the maps be used to learn more about Africa?

Follow-up:

1. Have students keep the maps they drew until the end of the unit on Africa. Hand them a new blank map at that time. Have them fill out the new blank map, following the instructions in this activity. Have students compare their two maps. What accounts for the changes in the two maps? (For instance, their knowledge of Africa has increased.)

2. Explain that maps are used to communicate knowledge. Find examples that communicate specific knowledge. Bring these to class to show different ways maps can be made to communicate knowledge.

3. Discuss in class those situations where students would rather have a map than a written document about a topic.
   Examples: looking for gold
   visiting Disneyland
   finding someone's house
   Summarize the discussion by listing qualities and characteristics of maps that make them useful.

AFRICA MAP

Title: MAPS AS MESSAGES

Introduction: It is important that students realize and understand that the map is not the territory. A map is very similar to a word. The word "table" is not a table any more than the word in Spanish "mesa" is a table. Yet when a person understands those symbols to mean a table, the word becomes a useful tool in communication. The meaning is in the person, not in the word. The same reasoning holds true for maps. There is often a tendency for people who are reading maps to believe that the symbols are reality. In this activity students have the opportunity to see that maps are used to communicate meaning and perspectives about China as well as being attempts to describe physical aspects of the environment.

Objectives:

To identify the characteristics of maps which allow them to communicate perspectives, values, and propaganda.

To practice using map symbols in order to understand the message or messages being communicated.

Grade Level: 6-12

Time: 30 to 35 minutes

Materials: Copies of the map titled "American Imperialism's Military Encirclement of China" for each student

Procedure:

Step 1. Write the title of the map on the board. Ask students to suggest what the map containing that title would look like. What kind of symbols would be used? What would be the content or subject of such a map?

Step 2. After students have made some guesses, hand out copies of the map. Were the students correct in their guesses? What accounts for mistakes in their guesses? (perspectives, knowledge, bias, etc.)

Step 3. How are symbols used to communicate to the Chinese that they are encircled? (The color of China to make it stand apart, the size of the symbols used to identify American military locations, the location of the symbols. Symbols are pointed towards China.)

Step 4. Ask the students to identify ways in which the symbols could be read to mean something that is inaccurate, incomplete, or biased about American military presence in the Pacific. (Size of symbols can communicate largeness that is not comparable to actual military strength; location implies

American policy of encirclement which may not be true; singling out China by another color implies that all of these military installations are focused toward China.)

Step 5. Ask the students if they understand what is factual about the map by having them write statements that could be made about American military presence in the Pacific using this map.
Example: Americans have missile, naval, and air bases in the Pacific Ocean and on land near China
Mention to the students that the Chinese are using the map to communicate something about why these installations are where they are, not just to point out the fact that they are there.

Step 6. Ask the students if they feel the Chinese are interpreting our presence correctly. Are we "out to get them," so to speak? Ask the students to pretend that someone has just asked them to explain the presence of Americans near China. What is their explanation? (National security, effects of WWII, need to protect allies, etc.) Ask the class to imagine that similar numbers of Chinese troops and weapons are located off the coast of California. Would the United States allow this to happen? Why? Can the Chinese use the same reasons we do to justify the location of these troops?

Step 7. Discuss what we can learn about perspectives from a map. Mention that we may not agree with the message communicated, but we can learn to understand how a map is used to communicate attitudes, values, and bias, while at the same time learning to distinguish fact from opinion as reflected in the map, its symbols, and organization. (Whether we agree with the Chinese view, learning to read the map can help us understand their perspective, recognizing that all people use similar techniques to communicate their ideas and perspectives.)

Follow-up:

Explain that this map is distorted, just as all maps are. Ask students to find other maps and document how the symbols are used to communicate a particular perspective, attitude, or value as though these are facts, when they are not.

AMERICAN IMPERIALISM'S MILITARY ENCIRCLEMENT OF CHINA

Symbols: 1. United States Troops. 2. Naval Bases. 3. Air Bases. 4. Missile Bases. 5. Aircraft Carriers. 6. Nuclear Submarines.

☆People's Daily 29th January 1966.

Title: WORD AND MAP ASSOCIATION

Introduction: What each of us reads on a map is different. Even when each of us decodes the map in a similar manner, it does not always mean the same thing to each of us. For example, we may all decode a city map and find the address and location of a party. Yet, the reasons for going, the expectations for the party, and the experience of getting there will differ for each party goer. In this activity students document the different meanings they associate with different parts of the world, in order to demonstrate that we don't "see" the world in one way or read maps with the same intent, ability, or interest as others do. These factors must be part of student understanding in order to effectively use maps when studying social, cultural, and political topics.

Objectives:

To understand that experience and perception affect the way we read a map.

To show that students have different perceptions of the world.

To show that our perceptions of others are based on those of our own world.

Grade Level: 6-12

Time: 40 to 50 minutes

Materials: Copies of "Word List" and the "World Outline" map for each student

Procedure:

Step 1. Tell the students that you would like to play a word association game with them. Explain that this is similar to being asked to give the first word that comes to their mind when you give them a clue word. For example, if the word is "blue," the first word association might be "sky." For someone else, the association might be "water." In other words, the association depends on the person's experience and perception.

Step 2. Tell them that in this game a map of the world will be used as a part of the clue. We each have our own minds' map of the world made up of our perceptions of the world. This exercise helps to identify and compare mind maps with other maps.

Step 3. Hand out the world map and the word list. Ask students to look at a word and write that word in the part of the world that they most associate with that term. If they like, the term can be written in more than one area, although the most common or strong association is more important than every possible association.

Step 4. Have students form groups of 4 to 7 students to compare their associations. Discuss:

1. Were there words that most students associated with one place? Why?
2. Where did the students learn these associations?
3. What could account for different associations?

Have students share their answers to these questions in their groups.

Step 5. When reading a map or studying a part of the world, associations affect how students read. How are our maps of the world limited? (They are limited because of our experience, prejudice, ethnocentrism, values, and knowledge.) Ask students what the possible advantages would be in knowing that we carry a map in our head in addition to the map we see in front of us. (They become more aware of stereotyping, separate the two maps in studying a topic, recognize the different data these maps offer us, become more open to information, etc.)

WORD LIST

FREEDOM	POLLUTION	UNIVERSAL EDUCATION
ENEMY	RACISM	HARSH DRUG LAWS
MISSILES	WAR	PATRIOTIC CITIZENS
EXOTIC	CHANGE	RICH
STABLE	TERRORISM	ENVIRONMENTAL CRISIS
"1984"	REVOLUTION	POPULATION EXPLOSION
PEACEFUL	DEMOCRACY	HEALTHY PEOPLE
HUNGER	UNFRIENDLY	WELFARE STATE
POVERTY	MINERAL WEALTH	BEAUTIFUL PEOPLE
RELIGIOUS PEOPLE	UNDERDEVELOPED	LACK OF FREEDOM
WOMEN'S LIB	GENERATION GAP	

WORLD OUTLINE

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WORLD OUTLINE

Title: USING MAP DIRECTIONS

Introduction: Students can improve their ability to read maps by using the directions that are incorporated in maps. One type of grid which can be used in reading a map is latitude and longitude lines. This activity gives students repeated practice at using directions, such as longitude and latitude.

Objective: To improve student ability to use directions in reading maps.

Grade Level: 6-12

Time: 30 to 50 minutes

Materials: Classroom atlases with longitude and latitude lines, and copies of "Latitude and Longitude of Cities" for each student.

Procedure:

Step 1. Explain to the students that they are to tell someone how to locate their home town on a world map. Ask them to list the clues they would give so that someone who does not know the town can locate it on the map. (Students will mention a number of clues including the state, colors, relative positions, and longitude and latitude.)

Step 2. Mention that longitude and latitude are standard directions used to give people clues about the location of a place on the map. Describe how they are arranged on a map and how to use them to locate something on a map.

Step 3. Hand out the "Latitude and Longitude of Cities" to the class. Ask them to practice using directions to locate the 41 cities. (Depending on students' past experiences, you may have to show them how to find the first four or five cities. Both "across" and "down" directions are given for some of the cities.)

Step 4. Students should locate the points on an atlas of the latitude and longitude numbers. At each point is a city, and they are to fill in the city names next to the corresponding numbers on the handout.

Step 5. Discuss in class the cities students found at each of the 41 locations.

LATITUDE AND LONGITUDE OF CITIES

ACROSS

	Longitude	Latitude
1.	67° West	10° North
3.	40° East	9° North
6.	2° East	49° North
11.	107° West	32° North
13.	121° East	15° North
14.	84° West	10° North
15.	0°	52° North
16.	8° East	45° North
17.	9° East	44° North
19.	96° West	29° North
21.	77° West	12° South
22.	119° West	34° North
25.	78° West	1° South
26.	116° East	33° South
27.	6° West	54° North
30.	29° East	41° North
33.	66° East	25° North
34.	60° West	4° South
35.	28° East	37° North
37.	89° East	22° North
38.	107° East	21° North
39.	96° East	16° North
40.	71° West	47° North
41.	105° West	39½° North

DOWN

	Longitude	Latitude
1.	19° East	34° South
2.	48° West	23° South
3.	3° East	36° North
4.	128° East	37° North
5.	59° West	35° South
7.	13° East	42° North
8.	131° East	13° South
9.	32° East	30° North
10.	44° East	15° North
12.	75° West	45° North
14.	76° East	38° North
18.	11° East	59° North
19.	159° West	21° North
20.	18° East	58° North
23.	149° West	60° North
24.	31° East	30° North
28.	72° West	42° North
29.	113° East	23° North
31.	108° East	11° North
32.	14° East	53° North
33.	9° East	12° North
36.	51° East	40° North

Title: MAPS TO INTERDEPENDENCE*

Introduction: One important goal for students of a global society is to become aware of the degree of humankind's interconnectedness. A graphic way of illustrating this notion is to have students locate points of origin for current news items on a world map, and then locate other places on the map where those same news items will have economic, political, and/or social consequences. By drawing lines between these various points, students should quickly be able to recognize the extent of human interrelatedness. Some world maps serve better than others to illustrate interdependence. To help students consider the particular usefulness of different maps, it is suggested that three different types of world maps be used for this exercise. For Approach I, a mercator projection (Map A) will be fine; for Approach II, Goode's equal-area projection and Buckminster Fuller's Dymaxion Air-Ocean Map will provide sharp contrasts to the first map. Students will need desk copies of the maps for the second approach to this activity.

Objective:

To recognize the extent to which news events that are usually considered local or national in scope have regional and global implications.

APPROACH I

Grade Level: 6-12

Time: One class period (approximately 45 minutes)

Materials: Transparency of Map A, overhead projector, black felt marker and red felt marker, screen, chalkboard, and chalk

Procedure:

Step 1. Make a transparency of Map A; select five news items of current importance and list them in capsule form on the chalkboard. For example, if one of the news items dealt with a speech before Congress delivered by the President concerning our need to increase domestic oil production, the capsule comment you would place on the chalkboard might read IN SPEECH BEFORE CONGRESS, PRESIDENT EMPHASIZES NEED FOR DOMESTIC OIL PRODUCTION.

Step 2. Project the world outline transparency on the screen. Read aloud the first of the five news items you've listed on the chalkboard.

*Gary R. Smith, Intercom 79, pp. 15-16.

Step 3. Ask for a volunteer to come up to the projector and locate on the map the place where the news item originated. Responding to the IN SPEECH BEFORE CONGRESS, the student would point to Washington, D. C. as the point of origin for the news story. Then ask the student to make a black dot marking this location.

Step 4. Spend about five minutes brainstorming with the class, listing other places in the world where the news item could have importance (cities, countries, regions, etc.). These might include: various places in the United States where oil production does or might take place; states where oil production does or might take place; off-shore drilling sites; New York, for its impact on the stock market; the Arab nations, because of the effect on their production and markets; Israel, because of the possible political consequences of reduced U.S. reliance on the Arab states; Norway, because of the potential financial loss to its large fleet of oil tankers which carry oil between the Mideast and the U. S., etc., etc. As you brainstorm for these additional geographic links to the original news story, place black dots on each location.

Step 5. Draw red lines connecting the place of origin of the news story with these other sites.

Step 6. Repeat the same procedure, steps 1-4 above, for the remaining four news items.

APPROACH II

Grade Level: 6-12

Time: Part of one class period (approximately 10 minutes) and an additional full class period (approximately 45 minutes).

Materials: Sufficient copies of Map A, Goode's equal-area projection, and Buckminster Fuller's Dymaxion Air-Ocean Map; one red (erasable) pencil and one black pencil for each student

Procedure:

Step 1. Divide the students in your class into three groups: run off enough copies of Map A to distribute one to each member of one group; enough copies of Goode's equal-area projection to distribute one to each member of the second group; and enough copies of Buckminster Fuller's Dymaxion Air-Ocean Map to distribute one to each member of the remaining group.

Step 2. Distribute the maps and give each student a red and black pencil.

Step 3. Ask the students to take their maps home with them for the evening. (You may want to have students continue this activity more than one night.) Explain to them that during the evening they are to listen to, read, or watch a news program or newspaper. As they listen or read they are to pick five news items, determine where each of the five items or stories originated, i.e. what city, state, nation, or area of the world, and place black dots on the appropriate place on their maps.

Step 4. The following day in class have students form into groups of four or five. Instruct them to brainstorm to identify other locations on their maps where the news items they observed the night before might have repercussions. See the example in Approach I, step 3. In each case, students should place black dots on those additional geographic locations (cities, states, nations, regions) the groups have determined have relevance to the original news story. Allow about 20-25 minutes for this step.

Step 5. Then instruct students to work individually and to draw red lines on their own maps between the dot which identifies the origin of the news story and those other locations the group has identified as being relevant to the original story. Have them repeat this procedure for each of the other four news stories. At the end of this step the maps should be filled with red lines.

Step 6. Have students display their maps around the room as you debrief the exercise.

Debriefing for Approaches I and II:

1. Did your maps become cluttered with red lines, so cluttered that you had trouble completing the exercise? (Applies to Approach II; if students have done step 3 properly, the answer should be a resounding YES!)

2. What things about how people, places and events are interconnected did you learn from this exercise? (Possible responses: news events have geographical implications reaching far beyond their points of origin; there is a much greater degree of interrelatedness between places and events than people ordinarily stop to realize; decisions in one part of the world are dependent upon and have impact on peoples and resources in other parts of the world; items ordinarily considered local or national in nature often have international dimensions.)

3. (Approach II) After the class experience in the use of three different map projections in this exercise, it might be useful to discuss how these three projections provide different ways of looking at lines of interdependence. Suppose you used the

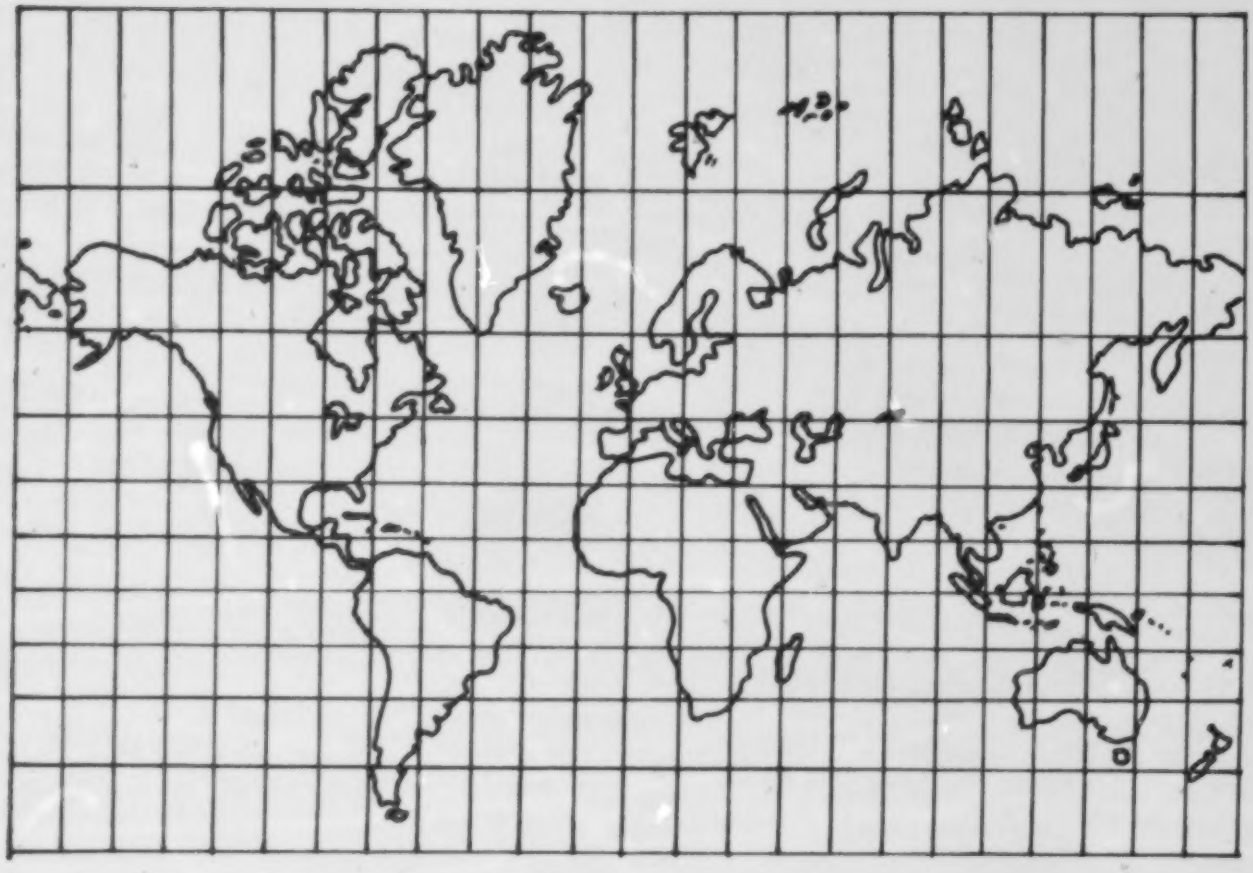
following news item: U. S. TO SCRAP TWO MISSILE BASES NEAR HAYS, KANSAS--CONSIDERED OBSOLETE (a purely hypothetical example, of course). Assuming that the targets of these two missile bases were somewhere north of Moscow, USSR, which of the three map projections used in this exercise would show a more realistic line of interconnectedness between the missile sites in Kansas and the targets in the USSR? Map A? Goode's equal-area projection? Buckminster Fuller's Dymaxion Air-Ocean Map? Why? Can you point out news items you used in the exercise that would be better illustrated using one of the projections in preference to the others?

NOTE: It is probably easier for students to locate places on Map A and Goode's equal-area projection. Since they are more used to seeing the world with north being "up" and south being "down," it would be advantageous to locate maps for classroom use that present different views of the world, different projections. Much of the time a globe is more useful for showing relationships between various places in the world than are maps. Perhaps you should suggest to students that tracing lines of interdependence for some news items might be easier by using a globe.

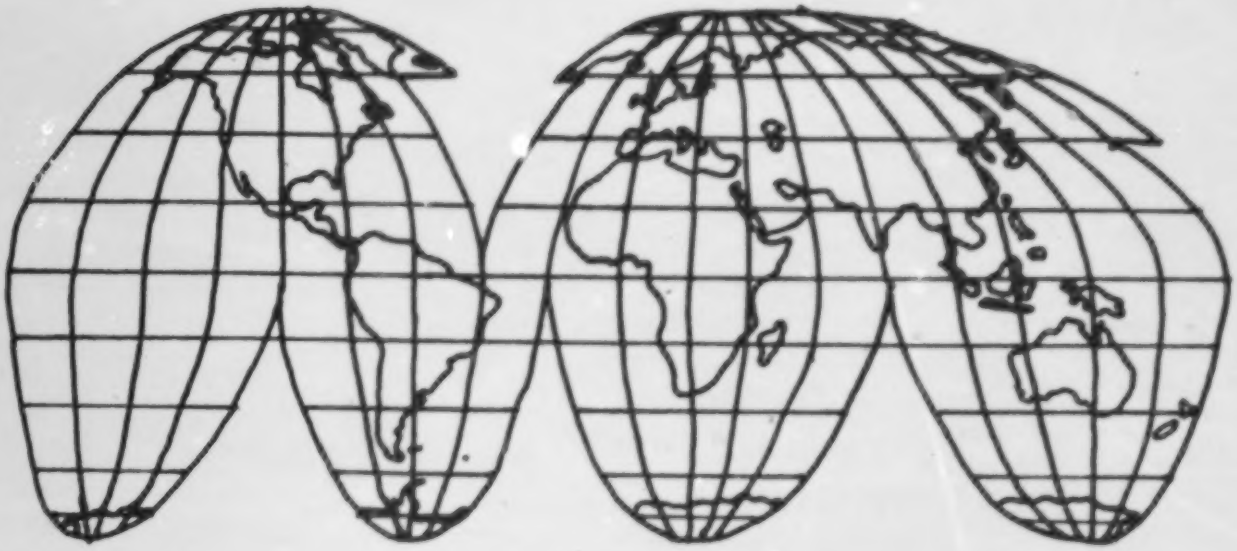
Extension: Using a Variety of Map Projections

Obtain a world atlas, one that shows a number of different map projections. Have students illustrate the advantages and disadvantages of the various projections, based upon the exercise above. In other words, what kinds of map projections are useful in showing various lines of interdependence? Which projections are deceptive?

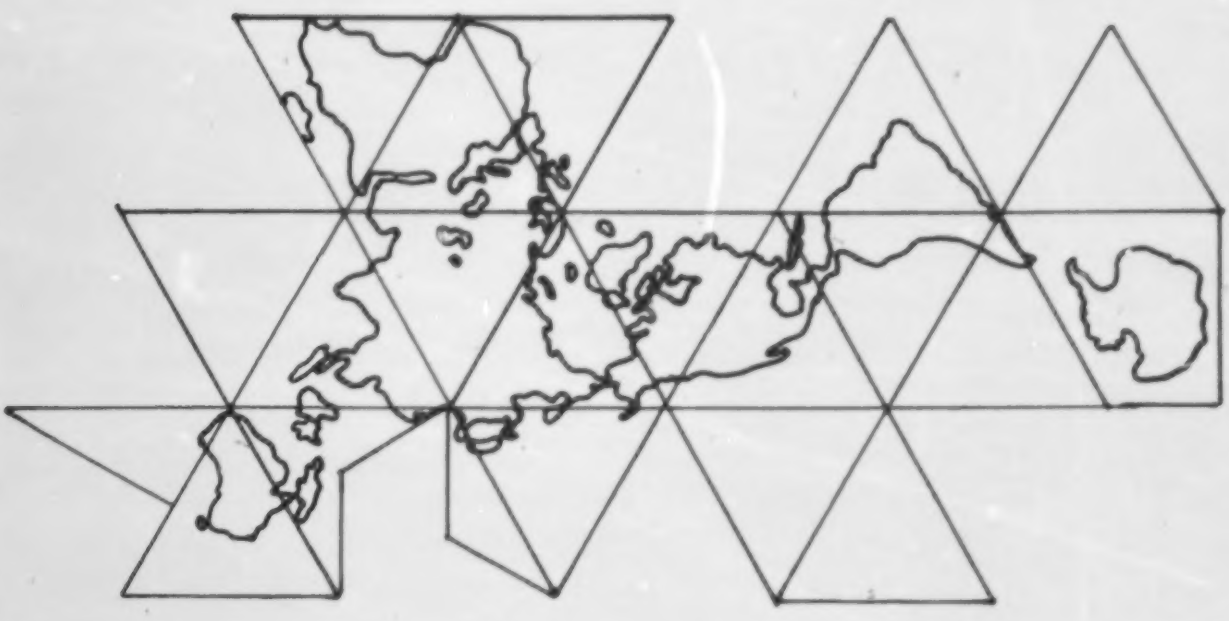
MERCATOR PROJECTION



GOODE'S EQUAL-AREA PROJECTION



BUCKMINSTER FULLER'S DYMAXION AIR-OCEAN MAP



SECTION 7

READING SOCIAL STUDIES TEXTBOOKS

INTRODUCTION

Textbooks are the most common source of print materials in schools, and students who cannot read texts effectively are quickly labeled as poor readers. With such an emphasis on reading textbooks, it is very important that both teachers and students be aware of those techniques and skills necessary to critically read a textbook. A textbook is a data bank that can be used in a variety of ways and for numerous purposes.

In this section, activities are presented that examine those uses of the textbook which improve the likelihood that students will read the text with purpose and understanding. The first three activities are examples of reading techniques that help teachers and students better utilize the reading material found in most social studies textbooks. Essentially, these three activities are aids to better comprehension of what is read. The next four activities are examples of activities that model two uses of the textbook: (1) content analysis and comparison, and (2) critical thinking and inquiry activities, using the textbook as the source of data. Both types of activities are helpful if textbooks are to be used in the social studies classroom.

Title: TEXTBOOK READABILITY

Introduction: The Fry and Flesch methods are similar in that they evaluate the textbook rather than the student who is reading the textbook. These methods help a teacher estimate the reading difficulty of the material in a textbook. Teachers should be aware that using a textbook with a readability of 12 (that is, most students in grade 12 should be able to read it) creates an unnecessary reading problem for the students in grade 9. It is impossible to select a textbook that every student can read. In any classroom, students read a textbook at different levels of difficulty depending on their abilities, the assignment, and the difficulty of the reading passage. Therefore, using the readability scales for one textbook may convince teachers of the usefulness of having more than one text. Using several reading materials in one course allows fuller teaching of students who are reading at many different levels of difficulty and understanding in a single class.

This activity is geared to the teacher. Also, this activity could be used with high school students to help them understand how the writing of materials can pose a problem for their own reading as much as their ability, which students often assume is the only cause for their poor performance in class.

Grade Level: K-12

Time: One hour

Materials: Copies of the two readability formulas, "Graph for Estimating Readability" and "Judging Readability"

Procedure:

Step 1. Locate a textbook that is used in the course you are teaching. Use either or both of the readability formulas on the textbook to determine its general readability level.

Step 2. What does your readability survey indicate? Is the textbook written at a level where you could expect all students in your class to read it? Should multi-texts be considered for the class you are teaching?

Step 3. The following information about reading rate and readability should be taken into consideration when planning assignments and evaluating textbooks.

Rate of Reading

Rate of reading is not an absolute standard for all persons at all times. Rather, a person's reading rate is directly related to the purpose for reading and the type of material to be read. Reading rate is dependent upon thinking time.

For the classroom teacher, reading rate is a matter of concern, especially when allotting class time for reading activities. Several factors should be considered about rate:

1. Background and familiarity with the material. Familiar matters require less thinking/reading time.

2. Purpose of reading. Abstract, analytical, and application questions require considerably more thought and careful reading than do simple fact, literal, or closed questions.

3. Use of textbook aids. Pictures, graphs, maps, and charts may enhance the content if the student has learned how to relate them to print. If not, they are stumbling blocks to understanding. Boldface headings and other varied print also may decrease reading time without undermining comprehension, <u>if</u> students are taught to use them.

In conclusion, rate is a variable factor that is primarily dependent upon purpose for reading, familiarity with material, and use of textbook aids.

<u>Readability</u>

Readability is intended to be a measure of the difficulty of a given piece of writing. Several formulas have been devised, based on number of syllables and number of words per sentence, to aid the teacher in this process. In using them, a teacher must be aware of both their values and their limitations.

A readability score serves primarily as a teacher awareness tool. If there is a discrepancy between the grade level of his students and the grade level of the material, the teacher should realize that more aid must be given in reading activities.

In contrast, since only word and sentence length are considered in a readability score, there are cautions to be noted:

1. The rapidity with which concepts are introduced affects the level of difficulty more than does word or sentence length.

2. The difficulty of concept-loaded words, such as culture, may not be reflected in a syllable count.

3. Each author must be counted separately in an anthology-type book.

4. Proper nouns and numerals in large quantity in a passage may skew the score because they are counted as one syllable.

5. The readability level is not magic and does not reflect an absolute.

GRAPH FOR ESTIMATING READABILITY

Anyone--teacher or librarian--who has ever tried to run a book through one of the better-known readability formulas knows what a mind-boggler the whole business can be. At best, the formulas are tedious; at worst, impractical.

The "Graph for Estimating Readability" was developed by Edward B. Fry of the Rutgers University Reading Center. In graph form, it correlates substantially with the Dale-Chall, Flesch, and Spache formulas. Anyone who can count up to 100 can use it easily.

(1) To use the graph, randomly select three 100-word passages from the textbook you wish to evaluate. These selections should come from different sections of the book, especially if there is more than one author. NOTE: Try to pick passages with few numbers and few proper nouns.

Once you have identified your three selections, follow this process for each selection:

1. Count 100 words. Do not stop counting at 100, but stop counting at the end of the sentence nearest 100 words. It may be before or after 100 words such as 96 or 108.

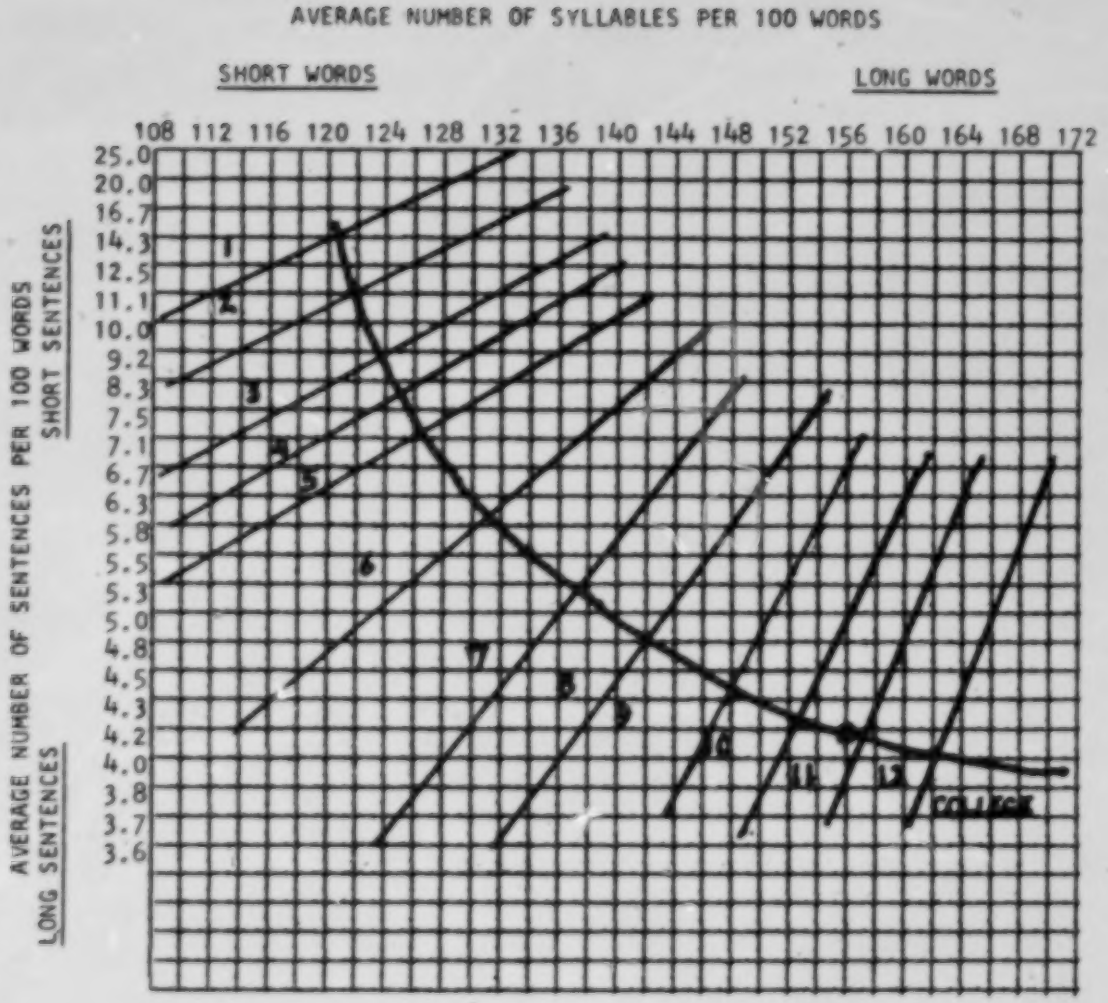
2. Then count the number of syllables in the passage according to pronunciation--"asked" has one syllable, "determined" has three syllables. Record this number on the worksheet.

3. Then count the number of sentences in the passage. Record this number on the worksheet.

4. You now have the information you need to determine the estimated reading level of the passage.

5. Repeat steps 1-4 for two more passages. Follow steps 2 and 3 on the worksheet to determine readability of the text.

(2) The point at which the number of syllables and number of sentences meet represents the approximate grade level of the material. For example, the dot in the graph below represents the grade level of a book whose average number of sentences per 100 words is 6.3 and whose average number of syllables per 100 words is 141. The solid line indicates average numbers of words and syllables by grade level.



Source: Grade Teacher, April 1970, P.14

FRY READABILITY GRAPH WORKSHEET

Author:_____ Title:_____

1. Select three 100-word passages from different parts of the above-named book. (Avoid passages with conversational dialogue and proper names. These may throw the readability level off.) If you have only 96 or 105 words, don't worry. Be sure that you do stop at the end of a complete sentence.

   (a) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   (b) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   (c) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   Total Sentences:_____ Total Syllables:_____

2. (a) Add the sentences and divide by 3. Average number of sentences:_____.

   (b) Add the syllables and divide by 3. Average number of syllables:_____.

3. Plot 2a and 2b on the Fry Readability Graph. The area in which the two points meet determines the approximate reading level.

☆ ★ ☆ ★ ☆ ★ ☆ ★ ☆ ★ ☆ ★ ☆

Author:_____ Title:_____

1. Select three 100-word passages from different parts of the above-named book. (Avoid passages with conversational dialogue and proper names. These may throw the readability level off.) If you have only 96 words or 105 words, don't worry. Be sure that you do stop at the end of a complete sentence.

   (a) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   (b) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   (c) Page No.____ Words:_____ Sentences:_____ Syllables:_____

   Total Sentences:_____ Total Syllables:_____

2. (a) Add the sentences and divide by 3. Average number of sentences:_____.

   (b) Add the syllables and divide by 3. Average number of syllables:_____.

3. Plot 2a, and 2b on the Fry Readability Graph. The area in which the two points meet determines the approximate reading level.

Remember: that readability is understandability based on the number of common, uncommon, and complex words in a reading selection.

JUDGING READABILITY

A cardinal principle in the teaching of reading is that no student should be asked to read "over his head." To the subject area teacher this presents many practical difficulties. How can he individualize reading assignments? The units he teaches with their multiple texts and supplementary reading sources provide some answers. But some difficulties remain. The teacher must still, for instance, be able to estimate the reading level of a given text. And what does he do when he wants the entire class to read a certain selection which is obviously too difficult for some or all of the class? If the teacher knew how to "write down" a reading selection to a desired reading level, to adapt it for any certain group, he would find it a useful skill on many occasions.

Rudolph Flesch, the "Why Johnny Can't Read" man, has specialized in the study of readability. He has popularized several formulas for estimating degrees of readability. Such formulas are generally complex and difficult to apply. However, we have taken his most simple method and modified it somewhat. As here presented it can be used with ease and with a useful degree of validity.

HOW TO JUDGE READABILITY

Step 1: Pick your samples. Take enough samples to make a fair test. Each sample should start at the beginning of a paragraph.

Step 2: Count the number of words. Take each sample and count each word in it up to 100.

Step 3: Figure the average sentence length. In a 100-word sample, find the sentence that ends nearest to the 100-word mark--that might be at the 94th or the 109th word. Count the sentences up to that point and divide the number of words in those sentences in all your samples by the number of sentences in all your samples. (Regard colons and semi-colons as periods.)

Step 4: Count the syllables. Count syllables the way you pronounce the word. "Asked" has one syllable. "Determined" has three. "Pronunciation" has five.

Step 5: Consult the following table for your "reading ease" score.

(Continued on page 239)

FLESCH READABILITY TABLE

NUMBER OF SYLLABLES PER 100 WORDS

Average Number of Words per Sentence

	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200
5	100	96	92	88	83	79	75	70	66	62	59	54	50	46	42	37	33
6	99	95	91	87	82	78	74	69	65	61	57	53	49	45	41	36	32
7	98	94	90	86	81	77	73	68	64	60	56	52	48	44	40	35	31
8	97	93	89	85	80	76	72	67	63	59	55	51	47	43	39	34	30
9	96	92	88	84	79	75	71	66	62	58	54	50	46	42	38	33	29
10	95	91	87	83	78	74	70	65	61	57	53	49	45	41	37	32	28
11	94	90	86	82	77	73	69	64	60	56	52	48	44	40	36	31	27
12	93	89	85	81	76	72	68	63	59	55	51	47	43	39	35	30	26
13	92	88	84	80	75	71	67	62	58	54	50	46	42	38	34	29	25
14	91	87	83	79	74	70	66	61	57	53	49	45	41	37	33	28	24
15	90	86	82	78	73	69	65	60	56	52	48	44	40	36	32	27	23
16	89	85	81	77	72	68	64	59	55	51	47	43	39	35	31	26	22
17	88	84	80	76	71	67	63	58	54	50	46	42	39	34	30	25	21
18	87	83	79	75	70	66	62	57	53	49	45	41	37	33	29	24	20
19	86	82	78	74	69	65	61	56	52	48	44	40	36	32	28	23	19
20	85	81	77	73	68	64	60	55	51	47	43	39	35	31	27	22	18
21	84	80	76	72	67	63	59	54	50	46	42	38	34	30	26	21	17
22	83	79	75	71	66	62	58	53	49	45	41	37	33	29	25	20	16
23	82	78	74	70	65	61	57	52	48	44	40	36	32	28	24	19	15
24	81	77	73	69	64	60	56	51	47	43	39	35	31	27	23	18	14
25	80	76	72	68	63	59	55	50	46	42	38	34	30	26	22	17	13
26	79	75	71	67	62	58	54	49	45	41	37	33	29	25	21	16	12
27	78	74	70	66	61	57	53	48	44	40	36	32	28	24	20	15	11
28	77	73	69	65	60	56	52	47	43	39	35	31	27	23	19	14	10
29	76	72	68	64	59	55	51	46	42	38	34	30	26	22	18	13	9
30	75	71	67	63	58	54	50	45	41	37	33	29	25	21	17	12	8
31	74	70	66	62	57	53	49	44	40	36	32	28	24	20	16	11	7
32	73	69	65	61	56	52	48	43	39	35	31	27	23	19	15	10	6
33	72	68	64	60	55	51	47	42	38	34	30	26	22	18	14	9	5
34	71	67	63	59	54	50	46	41	37	33	29	25	21	17	13	8	4
35	70	66	62	58	53	49	45	40	36	32	28	24	20	16	12	7	3

Step 6: See how your "reading ease" score fits into the following chart.

DESCRIPTION OF STYLE	AVERAGE SENTENCE LENGTH	AVERAGE NO. OF SYLL. PER 100 WORDS	READING EASE SCORE	ESTIMATED READING GRADE
Very easy	8 or less	123 or less	90 to 100	5th grade
Easy	11	131	80 to 90	6th grade
Fairly easy	14	139	70 to 80	7th grade
Standard	17	147	60 to 70	8th & 9th
Fairly difficult	21	155	50 to 60	10th & 12th
Difficult	25	167	30 to 50	13th to 16th
Very difficult	29	193	0 to 30	College graduate

Step 7: Consider the "human interest" in your selection. Personal words (pronouns except the neuter ones, words that have masculine or feminine gender like "John Jones," "Mary," "father," "sister," "iceman," and "actress," group words like "people" and "folks") and personal sentences (spoken sentences, questions, commands, requests, exclamations, and grammatically incomplete sentences) add to the readability of a selection and must be considered.

Title: CUE WORDS

Introduction: Each author will use particular words to organize thoughts. These words, often short ones, can provide cues to the reader, especially if the passage is difficult to understand. These cue words tell the reader what to expect in terms of the type of information that will follow, the conclusion that is being drawn, or a change in the author's train of thought. This exercise makes students more aware of cue words which might aid the student's comprehension.

Objectives:

To familiarize students with cue words that, when understood, increase student comprehension of what they read in a textbook.

Grade Level: 6-12

Time: 30-40 minutes

Materials: Copies of "Cue Words for Thought Patterns" for each student

Procedure:

Step 1. Ask students to give examples of cues used in areas such as T.V., drama, and road signs. Some examples are cue cards for television; road signs; red light on T.V. camera; car signals; and 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

Ask students to describe how these cues work. (They tell people what to expect next, tell people what to do next, indicate what will happen next in a series of events, and warn people of danger.)

Step 2. Tell the students that, just as there are cues in many parts of daily life, there are cue words which are helpful when reading, especially when reading textbooks. Hand out the "Cue Words for Thought Patterns" worksheet. Have students place the letter in the block which best indicates the type of cue given by the word. Have them answer the four questions at the bottom of the worksheet.

Step 3. Have the students take a section from their textbook and identify the cue words in that section. Discuss how students can better understand difficult passages by paying more attention to cue words which are often ignored.

CUE WORDS FOR THOUGHT PATTERNS*

_____	1. then	_____	22. nevertheless
_____	2. as a result	_____	23. similar to
_____	3. for almost a year	_____	24. because of
_____	4. first	_____	25. finally
_____	5. although	_____	26. but
_____	6. therefore	_____	27. on the contrary
_____	7. consequently	_____	28. as
_____	8. not	_____	29. while
_____	9. like	_____	30. since
_____	10. in short	_____	31. furthermore
_____	11. however	_____	32. next
_____	12. today	_____	33. in 1975
_____	13. though	_____	34. despite
_____	14. on the other hand	_____	35. moreover
_____	15. yet	_____	36. to be sure
_____	16. for this reason	_____	37. realizing this
_____	17. now	_____	38. if
_____	18. nonetheless	_____	39. also
_____	19. due to	_____	40. as you can see
_____	20. true, but	_____	41. in conclusion
_____	21. last	_____	42. in addition

A - Analytical
B - Cause and effect
C - Chronological sequence
D - Comparison
E - Contrast
F - Definition
G - Division of an idea/concept
H - Introduction of the concept
I - Point of view
J - Summary
K - Transition

Which cue words indicate <u>more of the same</u>?

Which cue words indicate a <u>change of ideas</u>?

Which cue words indicate a <u>pulling together</u>?

Which cue words indicate an <u>exception</u>?

*Developed by Robert Pavlik, University of Northern Colorado, Greeley, Colorado.

Title: CONTEXT CLUES

Introduction: Often, an author will give the reader all the information needed to understand the material even if the reader has little knowledge or experience with the topic. Situations where the reader has little background or understanding occur frequently when students read social studies texts. This activity illustrates a number of context clues that students can use for reading and comprehending social studies material using the clues for understanding included within the text itself.

Objectives:

To equip students with a list of context clues that are useful in understanding social studies textbooks.

To make students aware of the fact that many authors use a writing style which includes clues to the meaning of words that may be unknown to the reader.

Grade Level: 6-12

Time: 30 to 50 minutes

Materials: Copies of "Context Clues" for each student

Procedure:

Step 1. Mention to the class that textbook authors often give clues about the meaning of words right in the passage.

Step 2. Hand out "Context Clues" to each student. Have the students find one example of all ten types of clues. Ask them to keep the "Context Clues" handout for use in reading difficult sections of their textbooks.

CONTEXT CLUES*

There are many types of context clues. However, those listed here are some of the kinds most often employed.

1. DEFINITION: An explanation of what the word means.

   When a new government comes into power in some countries, it often proceeds to confiscate the property of the old regime by seizing it for the public treasury.

   After the overthrow of the old government, the new dictator confiscated all of the money by using his authority to seize property.

2. SYNONYM: A word having nearly the same meaning as another word in the same language.

   Frank singed himself by scorching his hand in the fire.

   By scorching his leg, Ralph burned himself very badly.

3. ANTONYM: A word meaning the opposite of another.

   The two warring nations escalated the fighting despite requests to disarm.

   In recent years, the U.S. has escalated the Vietnam bombing rather than reducing its armaments.

4. EXAMPLE: An illustration of a principle.

   Murder and assaults are types of felonies.

   The man committed a felony by robbing the bank.

5. STRUCTURE: Often the meaning can be understood by determining the implications of the root, prefixes, or suffixes.

   Amos believed that his fate was predetermined.

   One of the greatest attributes of Shakespeare is that his works are universal.

6. SYNTAX: Often, the parts of speech or the word's function in the sentence can help determine the meaning of a word.

   A radical yet simple solution of the poverty problem is the negative income tax.

   One of the first proponents of some form of income maintenance was Robert Theobald.

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*Compiled by the Colorado Department of Education, Denver, Colorado.

7. SYNTAX: An appositive can often determine the meaning of a word.

   Pertinacity, or stubbornness, was the only flaw in his character.

   Bill is a languorous, listless person.

8. SYNTAX: Additive or categorical clues can help define a word by listing several other words of the same type.

   Frank was an intolerable, insufferable, and unendurable person.

   The geography of Minnesota is covered with streams, rivers, and major tributaries.

9. SYNTAX: An Echo clue, one which hints at the meaning of a word in another part of the sentence, is often an aid.

   The outdated method of exercising in preparation for a football game is callisthenics.

   The tyrannical form of government the Germans used to live under was ruthlessly despotic.

10. SENSORY CLUES: An onomatopoeia clue is one which sounds as it means.

    The logs in the fire were snapping and crackling as they burned.

    The puppy's bark was only a tiny bow wow.

COMPARING TEXTBOOKS

There are many ways to utilize a textbook as a data source when examining social studies issues, besides reading the material, discussing the issues, and answering questions. The following activities involve the use of multiple texts in examining the kind of data which a textbook offers.

General objectives of the following activities include identifying the kinds of data available in textbooks, and recognizing that textbook data are limited and contradictory, and cannot be considered all-inclusive.

Title: TEXTBOOK VIEWS OF VIETNAM*

Introduction: This activity is an assignment in critical thinking that uses textbook data. In addition, the activity demonstrates that textbook data must be critically read and not simply believed, especially when the textbook examines political issues.

Objectives:

To help students recognize that history will be written differently at different times and under changing circumstances, due to a changing perspective on past events.

To introduce the idea that history as recorded in textbooks is not a completely factual record of past events, but rather an interpretation of specific events selected by the author.

Grade Level: 8-12

Time: 40-50 minutes

Materials: Copies of the two readings on Vietnam for every student.

Procedure:

Step 1. Use a wall map to identify and locate Vietnam. Ask students what happened in Vietnam that involves the United States. (The Vietnam War.) Most students will be very unclear about Vietnam, and that is okay.

Step 2. Give one version of the textbook reading to one-half the class and the other version to the rest of the class. Do not let them know that there are two different versions of the reading. Ask the students what the textbook selection says about the Vietnam War. Differences between the two readings should become apparent during the discussion.

Step 3. Then, give students both versions of the reading. Explain that these editions were written approximately four years apart. Have students reread each version, marking any differences they notice in words and the tone of the article. (This process could be speeded up by having students work in pairs, each student with one of the two articles.)

Step 4. After the second reading, discuss these questions:

1. What are the differences in the two articles?
2. Why do you think the changes were made from the first to the

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*Adopted from an exercise written by Georgia Moeller, Albuquerque Public Schools, New Mexico.

second version?

3. In your evaluation, were the writers in either case making misleading, incomplete, or otherwise biased and inadequate statements?
4. Could you get a more accurate historical record from an American soldier who fought in Vietnam? How about from a North Vietnamese soldier?
5. Where would you look for additional information about the war in Vietnam?

Title: TEXTBOOK BIAS*

Introduction: Often, students implicitly learn to believe that a textbook is the authority on the subject being taught. This learning process is upheld by teacher statements, such as "If you don't know, then look in the book"; "You can find the answer in the text"; and "I know what you're saying, but what did the textbook say?" However, most textbooks contain some biased or distorted information in order to present a specific point. Because all writers have a built-in personal perspective, some bias is unavoidable, even though it is unintentional. Also, some textbooks contain inadequate information on a topic or misinformation about it. In such cases, it is important that the textbook is not considered to be an authority or an answer book, but rather simply an opinion, author's interpretation, or contribution to the topic. Students need to be aware of the textbook's role in providing information by being able to recognize bias, inaccuracy, and inadequacy. This activity helps students to see textbooks as a limited and biased data source.

Objectives:

To encourage students to identify and become aware of textbook inaccuracies, biases, and inadequacies.

To document textbook bias by comparing two or more textbook quotes on the same topic.

Grade Level: 8-12

Time: 2 class periods

Materials: Copies of "Textbook Quotes" and "Study Sheet" for each student

Procedure:

Step 1. Hand out the "Textbook Quotes" list of statements. Ask students to use the key on the study sheet to note the quotes.

Step 2. Discuss the students' ratings. Some statements will be rated quite differently by students for strong reasons. Why?

Step 3. Have the students examine the evaluations of the quotes (provided below in the answer section). How do these evaluations compare with their own evaluations?

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*It is not the intent of this activity to single out any author and/or publisher for criticism. The statements included on the handout were taken, oftentimes, out of context of the other material in textbooks. Accordingly, no citations are included. The only intention is to have students learn to recognize biased and distorted statements.

Note: The statements examined by the students are presented out of the context of the rest of the material. In context, a statement may not fall into the same category as reflected by its evaluation out of context. It is important for students to consider the context of the statements they evaluate while doing Step 4.

Step 4. Have students examine their own textbooks for statements that fall into the categories listed on the "Textbook Quotes" study guide.

Step 5. The following discussion questions could be used in class.

1. Is it possible to write a completely factual textbook? If not, what limits are involved?
2. Is the reader responsible for constantly checking the statements he or she reads as accurate statements?
3. How can the reader become aware of the perspective of the author and the material within a textbook? Is there such a thing as an objective textbook?
4. Do you think it is necessary to have textbook committees decide what is and is not objectionable in textbooks before such texts are included in the curriculum? How about getting your parents' approval of textbooks?

Follow-up:

1. After finding a biased, inaccurate, or otherwise unsatisfactory statement in the textbook, then rewrite the statement. Correct the wording so that the statements are more accurate and less biased. Is this possible to do? What problems are involved?

2. React to this statement: All writing unavoidably contains elements of bias.

3. Check another textbook to see how the same topic is treated in that text. Compare the two sources. Which is more believable? Accurate? Biased? Why?

Answers: These evaluations of the quotes have been made by people concerned about textbook materials.

1. In this anthropology text for younger children, the student's first introduction to Asian people is to a group of head hunters. This section goes on to suggest that the child would be scared silly by the sight of human skulls hanging all over. This material presents Asia as exotic but fails to reflect the full humanity of its people by making them seem alien and "other than" us.

2. Whether or not Marie Curie was beautiful is irrelevant to a discussion about discoveries. The statement is sexist if the author is concerned that people might think a woman chemist must be ugly. This is an example of good intentions producing poor results.

3. This is a distortion. One concludes that Indians had no religion, but only "ideas about things." An ignorance regarding the sophistication and pervasiveness of religion among California Indians is demonstrated here.

4. The personality characteristics of the California Indians are reduced to an absurd stereotype. The Indian becomes "easy-going," "free," "happy," "patient," and "never worrying." Such behavioral characteristics would have guaranteed starvation and death to California aboriginal populations. Quite the contrary is true, however.

5. This statement is false and misleading. Judaism and Christianity are religions, but Arabian is a cultural group and cannot be compared to a religion. In fact, Christianity originated in the Middle East and there are many Christian Arabs.

STUDY SHEET

Questions for Analysis

1. Does the statement exclude or omit people it shouldn't?
   Example: The typical secretary of the 1960s wore her skirts much shorter than other women of the era.
   What's wrong? (What about male secretaries?)

2. Does the statement contain a stereotype or generalization that attempts to typify the behavior of a certain group of people to the exclusion of any other behavior?
   Example: The Japanese wear impressive mustaches and laugh loudly at the wrong times?
   What's wrong? (Behaviors described do not apply to all Japanese.)

3. Does the statement contain patronizing language?
   Example: The child-like faith of the primitive peoples of Western Samoa gives them immunity to the onrush of Western technology.
   What's wrong? ("child-like faith"?)

4. Does the statement contain dehumanizing language?
   Example: The American Indian, like the animals of the plains, subdued nature with remarkable prowess.
   What's wrong? (Comparing Indians with animals.)

5. Does the statement portray "others" as measured by U.S. and/or Anglo standards?
   Example: The uncivilized Aborigines of Australia, unlike us, know no courts, no modern conveniences, and do not realize the value of work to achieve a higher standard of living.
   What's wrong? You supply the answer!

Code

A. incorrect (false) statement
B. incomplete statement, should include additional information
C. misleading, unclear statement
D. stereotypic statement, over-generalizes
E. biased statement, represents only the viewpoint and frame of reference of the author
F. other

Guide for Textbook Analysis

These questions can serve as a guide by providing some basic questions that should be addressed when examining the content found in a social studies textbook.

TEXTBOOK QUOTES

_____1. How would you like to have head hunters for neighbors?

_____2. Galileo was the astronomer who discovered the moons of Jupiter; Marie Curie was the beautiful chemist who discovered radium.

_____3. No one taught Indians about religion--where they came from or where they were going. Even though it was a mystery. Indians had their own ideas about things.

_____4. The Indians never hurried or worried very much. What they couldn't find one day they found at another time and another place.

_____5. Most of the people of Israel are Jews, but there are also Christians and Arabs.

SECTION 8

READING NEWSPAPERS

INTRODUCTION

The major purpose of a newspaper is inherent in its title--to present the current news to the public quickly, accurately, and inexpensively as soon after the occurrence as possible. The newspaper also can clarify the meaning of those happenings. A service function is provided to readers through want ads, real estate, and recreation sections and to advertisers through the business and advertising sections. Finally, the newspaper presents entertainment for its readers.

Newspapers continue to be a source of information about the world. Learning to read newspapers involves a number of skills. In addition to understanding the content of the paper, the reader must be able to judge the perspective of the writer and newspaper. The reader should be able to utilize analytical questions in examining news items. A person who reads a newspaper should also examine the systems and concepts which are the underpinnings of any particular news item.

When reading a newspaper one should also be aware of the newspaper's limitations as a news medium. It is often as important to note what is not said in the article when gathering information from a news article. A paper must also concern itself with what news will sell. This factor can seriously affect what news items will be printed.

The specific purpose of these activities is to provide teachers with techniques for teaching reading skills, using the newspaper as the instructional medium. The suggestions are designed for use with students at all levels of reading ability, since all students can improve their reading skills to some degree. The activities serve as models for the kind of reading

exercises students should be doing when they read newspapers, especially when a newspaper is used as a source of information to better understand social or political issues.

Title: WHAT'S IN THE NEWSPAPER?

Introduction: The variety of reading material found in the newspaper is unknown to most readers. There is much in a newspaper that will appeal to students if they are aware of that material's presence in the newspaper. The purpose of this activity is to increase student awareness and documentation of the type, quality, and amount of information available in local newspapers.

Objectives:

To increase student awareness of the variety of information available in local newspapers.

To have students read a section of the newspaper for one week that they have previously ignored.

Grade Level: 6-12

Time: 40-50 minutes. Outside class time is needed.

Materials: Copies of local newspapers for every one or two students (these can be brought to class by students, and the papers do not need to be from the same date), and copies of the "Newspaper Data" handout for each student

Procedure:

Step 1. Before handing out the newspapers, pair up students and ask them to list how many kinds of data could possibly be found in a newspaper. Tell them you would like to see which pair can make the longest list.

Step 2. Hand out one newspaper to each pair of students. Ask the students to find out if their newspaper has all the types of data they listed.

Step 3. Hand out the "Newspaper Data" sheet. Have students check off all those items on the Data list that can be found in their newspapers. Have them add categories to the Data sheet that are not included but are found in their local newspaper.

Step 4. Discuss the lists they formed by checking and adding to the Newspaper Data sheet.

1. Which of the sections listed do the students read? Take some informal polls.
2. How often do the students read these sections?
3. Which sections in the newspaper do the students not expect to be in the newspaper?
4. Give examples of the kind of question or problem that can be answered or explored in a newspaper.

   Examples: prices of houses
   football scores
   gardening tips

Step 5. Have students pick a section of the paper that they do not read in any consistant manner, i.e., once a week. Have the students read these sections and report the news that they discover after one week. These reports can be presented in many ways and need not be oral reports.

Follow-up:

1. Have students take the newspaper data sheet to people in the community. Ask them to check those items that are types of information they would expect to find in their local newspaper. What types of information do people not expect to find in their local paper?

2. Because newspapers are not alike, have students collect differences and similarities that are found in the kinds of data available in each paper.

3. Tell students to ask parents and neighbors which part of the paper they read most of the time. Ask them to explain why they read those particular sections. Share the poll results with the rest of the class.

NEWSPAPER DATA

The following items appeared in one issue of the NEW YORK TIMES. How many of these items are found in your local newspaper? Check those. Add items that are in your local newspaper but are not on this list.

Local news
State news
National news
International news
News index
Weather reports and forecasts
Advertisements (cruises, dining, clothes, jewelry, houseware, furniture, books, shoes, cars, food, airlines, banks, office equipment, etc.)
Science
Sports
Plays
Films
Theater
Concerts
Book reviews
Quotation of the day
Editorials
Letters to the editor
Deaths
Bridge (card game)
Legal notices
Business and finance
Stocks and bonds
Real estate
Career training
Business opportunities
Television guide
Radio guide
Crossword puzzles
Movies in town
Obituaries
Society news
Women's news
Art news
Maps
Graphs
Illustrations
Cartoons

Title: GOOD NEWS, BAD NEWS

Introduction: What is good news? All of us have heard someone say, "All that paper ever prints is the bad news. Why don't they print some of the good news?" Whether a news item is good or bad news depends on the reader's values and frame of reference. In this activity students rate newspaper items as good or bad news and compare their ratings with those of other students. This exercise documents the fact that the understanding of what we read varies from person to person.

Objectives:

To decide whether the information being read in the newspaper is good news or bad news.

To discuss the factors that cause the same information being perceived as good news by one person and bad news as another person.

Grade Level: 6-12

Time: 30-50 minutes

Materials: Copies of local newspapers for students, all from the same date if possible, and red and green markers for the class

Procedure:

Step 1. Select an item, such as a football score, from the newspaper. Read it to the class. Ask them if this information is good news or bad news. If they read the news as good, ask them who would read the item as bad news and vice versa.

Step 2. Hand out the newspapers. Tell the students you would like them to rate any item in the paper as good news or bad news. Have them use green for those items they read as good news. These items can be outlined in green or underlined. Have them use red for those items they read as bad news. These items can be outlined in red or underlined. Remember, one part of an article can be good news while another part could be bad news.

Step 3. Have students compare their markings. Did they all agree on what was good news and what was bad news? Have students give reasons that account for different ratings.

Step 4. Take any news item, and have students explain how people from different parts of the world might read the item differently.

Follow-up:

1. Have students take an item they rated as bad news. Have them identify in writing the person or persons who would see the material as good news. Explain why they read the news differently.

2. Have students try to locate and bring newspapers or other written material to class which demonstrate how other groups or individuals can and do read events differently. Find examples to show that what one reads as good, others read as bad.

Title: FUNERAL NOTICES

Introduction: Newspapers contain much information that is useful in social studies classrooms. Much of the data in a newspaper can be quickly adapted for use in developing student inquiry skills. The newspaper is a good source of data about the community, when students know how to critically read this information. This activity uses funeral notices as one example of data that can be used in the classroom to develop student inquiry skills and knowledge of the community.

Objectives:

To identify the possible reasons for placing funeral notices in newspapers by examining various notices from around the world.

To examine the nature of a community by using newspaper funeral notices as a data source.

Grade Level: 6-12

Time: 30-50 minutes

Materials: Copies of "Funeral Notices" handout for each student; and copies of obituaries, funeral notices, and other death-related items found in local newspapers. These can be dittoed or made into transparencies.

Procedure:

Step 1. Ask students if they read the death notices in the newspaper. (Most of them will say no.) Ask who would be interested in reading such information. Ask them why they think the newspaper prints death notices.

Step 2. Distribute the "Funeral Notices" handout. Have students read the notices. Mention that each notice comes from foreign newspapers. How are the notices different and how are they similar? Why do people all over the world place funeral notices in a newspaper? Some of the reasons include the following: advertising, invitations, remembrance, public information, legal requirements, and grief.

Step 3. Hand out or project on an overhead some local newspaper funeral notices and death items. Why are these items in the paper? Do they serve similar or different purposes from those found in other nation's newspapers?

Step 4. What do you like and dislike about these notices? What does the information contained in the death notices tell you about the values and life-styles of the people living in the community? How can you check on these assumptions?

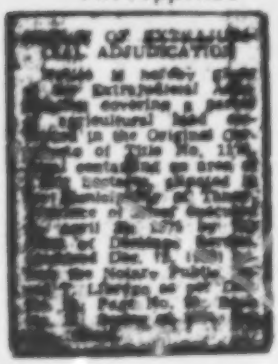
Follow-up:

1. Write your own obituary or funeral notice in the format used by your local newspaper. What do you want to be remembered for?

2. Discuss what other means are used to inform people of deaths in the community besides the newspaper? Which method would you prefer?

FUNERAL NOTICES

Philippines



United States

THE TIMES OF INDIA, TUESDAY, MAY 21, 1974

MONTH'S MIND

ARANHA—[illegible] Month's Mass at St. Peter's Church, Bandra on Wednesday 22nd at 7 am. Friends and relatives kindly accept this intimation.

ANNIVERSARY

D'SOUZA—[illegible] Anniversary Requiem Mass for the soul of Late Mr. Joseph D'Souza on Thursday 23rd May 7.30 a.m. at Gloria Church, Bandra. Relatives and friends please accept this only intimation.

IN MEMORIAM

AMARSINH — In loving memory of a great friend and counsellor who left us 34 years ago.
—Vijay Merchant.

SHAHA — Mukund G. In loving memory of my husband and our dear Dada who passed away on 21-5-1960.
"Like falling leaves,
The years go by,
But love and memories never die".
—Wife and daughters

DEATHS

AMLADI—Meena, wife of Krishnakant D. (of American Consulate, Bombay) and mother of Sonia and Raju, expired on 19th May after brief illness. Deeply mourned by husband, children, relatives and friends.

DEGONDE — Kashinath Sakharam, 78, Dener, Service Pensioner, Anandilal Purav High School, Sanferrut, expired 17th May, 1974. Deeply mourned by relatives and friends.

JASSAWALLA—Arnavaz (Arnai), wife of Khan Saheb A. C. Jassawalla I.S.O., sister of Naja and Gulchher expired 16th May. Funeral took place 17th May at Poona 3401-A East Street.

MARKA CEREMONY

BHAYNANI—Bhagwandas Hasmatrai Marka ceremony on Tuesday, 21st May, Gents at 6-30 evening at Dadni Bhojnalay, Near Shala Mama Shala, Worden Road. Ladies 5-30 at residence.

BALANI — Mukhi Gobindram Mukhi Soobramal of old Sukkur, brother of Gordhandas Mukhi Soobramal, suddenly departed for heavenly Abode on 18th May reporting for heavenly Abode on 18th May at Delhi. Purgee ceremony Tuesday 21st May 5 to 6.30 p.m. at Hargobind Kuriya 49, Bazargate, Sabal Mandi Delhi.

Nigeria

OBITUARY

It is with profound regret that we announce the passing away of our mother,

MRS JANET MAKANJUOLA TALABI

(NEE FAPOHUNDA)

which occurred on July 19, 1972 at the University College Hospital, Ibadan.

FUNERAL ARRANGEMENTS:

Saturday 5th August — Her remain will be conveyed from Ibadan to Ipetu Ijesha where she will lie in state at her residence on Akure Road from 12 noon to 2.00 p.m.

3.00 p.m. — *FUNERAL SERVICE at the St. Paul's Church, Ipetu Ijesha.

7.00 p.m. — WAKE-KEEPING, at Akure Road Ipetu Ijesha.

SUNDAY 6th August at 10.00 a.m. — THANKS GIVING SERVICE at St. Paul's Church—

MRS OLAYINKA OLATUNJI
MRS OLAITAN IMAKU
MR OLAREWAJU TALABI
(CHILDREN).

New Zealand

FUNERAL NOTICES

LODGE HOWICK, No. 314

Brethren are requested to attend the funeral of our late Bro. Doug Lyon on today at 3 p.m. at All Saints Church, Howick, afterwards at the Howick Cemetery. By command of the W.M.

LODGE OTAHUHU, No. 387

Brethren are requested to attend the funeral service of our late Bro. J. M. (Jack) Kerr, at the Purewa Crematorium Chapel, at 11.15 a.m. tomorrow (Thursday). By command of the W.M. A.L. Anderson, Secretary.

[illegible] Margaret Jenny [illegible] 1971, at [illegible] Auckland, beloved [illegible] of the late William and Elizabeth [illegible], loved sister of Jacqueline [illegible], Bertha and Geoffrey. Service will be held at Trinity Presbyterian Church, St Heliers Bay Rd, at 2 p.m. tomorrow (Thursday). All communications to [illegible], 37 Sprott Rd, Kohimarama. No flowers please.

United States

THE NEW YORK TIMES, SUNDAY, MAY 19, 1974

Deaths

FARRER—Robert O. [illegible] Eileen F. Mortimer and Patricia [illegible] M. Ford. [illegible] grandfather, great-grandfather and great-great-grandfather. [illegible] Sunday Funeral Mass [illegible] of Hungary, 64 E. [illegible] D.A.R.

POULKE—Calvin Perdue, of Princeton, N.J., died [illegible] May 16, 1974. Beloved husband of Marion Biggs Poulke, [illegible] father of Mrs. John Sommerkorn of [illegible] and brother of William F. of Princeton. [illegible] Services will be [illegible] Monday, May 20 at the Princeton Cemetery. Burial private at the [illegible] Thomas Church, Whitemarsh, Pa. In lieu of flowers [illegible] contributions may be made to Princeton University, Nassau Street, Princeton, N.J. or The Children's Seashore House, Atlantic City, N.J.

GARVEY—John, retired Customer Engineer, N.Y.C. Board of Ed., on May 16, 1974, native of Dundalk, County Louth, Ireland, beloved husband of Susan [nee McGarrigle], father of Margaret Lund, sister of Bernard, Ann Lawlor, John J., Thomas P., Kevin F., Brigitte P. and Raymond J. Garvey, brother of Rose Foster, Margaret McCoy, Nancy Mullen, the late Thomas and Frank Garvey, also 21 grandchildren. Reposing at the Flynn Memorial Home, 125 South Broadway, Yonkers. Funeral Mass, St. Mary's Church, South Broadway, Yonkers, Monday, May 20, at 10 A.M. Visiting Saturday and Sunday, 2-4 and 7-9 P.M.

In Memoriam

ADDAMS—George, [illegible] in fond memory of my [illegible] husband. [illegible]

DOBBS—Charles E., [illegible] son, reported [illegible] Died May 19, 1967. Rest in peace. Sister

GOTTESFELD—Arnold. [illegible] I know where I might [illegible] to see Heaven's bridge. [illegible]

HOROWITZ—Lena (Lee), 80th [illegible] years, [illegible] mother and grandmother, always in our hearts. Lillian and Diana, Jill, Marc, Laura, Melissa, and Lee.

LIBERTY—Aaron. [illegible] [illegible] and STANLEY

Kuwait

The Daily News

OBITUARY

RICHARD D'SOUZA of Globe Commercial Est. expired at 8.30 pm on Sunday. Funeral rites will be held at the Church of "Our Lady of Arabia" today at 4 p.m.

Ghana

IN MEMORIAM

In ever loving memory of

ISAAC FREEBODY HEWTON

(General Contractor, Agona Swedru & Kumasi)

TWO years ago tomorrow, 16th July, 1970, you left us tragically without a word to any of us. Your absence is still a great loss to us. May God keep you and comfort you in your eternal home till we meet again

Wives, children, brothers, sisters, the entire Family and Friends.

Jerusalem Post

With deep sorrow I announce the death of my beloved husband

MOSHE RASHISH

The funeral will take place at 11 a.m. today at Beit Helim Beilinson, Petah Tikva.

CHAWA RASHISH

On the First Anniversary of the passing of

LILIAN ENGLERT ז"ל

We shall be paying our respects at the Tombstone at the Haifa Cemetery, Har Samir, on Tuesday, May 28, 1974, at 3 p.m.

The Englert Family and the British Zionist Federation

Title: WHAT'S NEWS?

Introduction: Newspapers continue to exist only if people buy them. Most people do not read the entire paper. Instead, they select only those items that are interesting to them. If the paper provides data of interest to the reader, then that is news. The major portion of newspapers is not comprised of news items about state, local, or national events. In this activity, students demonstrate what portion of their newspaper deals with news articles and what portion deals with other items considered to be useful to the reader.

Objectives:

To visually demonstrate to students the variety of information contained in a newspaper.

To visually document the proportion of news articles to other information contained in the newspaper.

To identify reasons why people consider advertisements as news.

Grade Level: 6-12

Time: 1 to 2 hours to cut and paste newspaper
30 minutes to discuss

Materials: One copy of a local newspaper and computer printout sheets (these can be obtained in the Mathematics departments of most school districts)

Procedure:

Step 1. Tell the students that you would like them to cut the newspaper into two sections:

a. articles--sports, international, cooking, local news, womens news, all written items in news article format, including box scores and T.V. guides.

b. all advertisements

Step 2. Paste all articles together on the computer sheets, and paste all advertisements together on the computer sheets. When finished, you will have an accordion-folding package of the two sections.

Open these sections and discuss them:

a. Which section is larger? Why?
b. Of what usefulness is the advertising section? Is the advertising section also news?
c. What changes must occur before public newspapers can operate? Is your school newspaper a public newspaper, similar to public T.V. and radio?

Title: WHERE DO WE STAND?

Introduction: We hear all kinds of information about population and food every day. Issues of Newsweek and Time report on population and food. Newspapers and television have articles and special programs on the subject. Depending on what you read or hear at any one time, the situation related to population and food may seem good or it may seem bad. This activity allows data to be categorized as Good News or Bad News. Then, comparisons are made to determine some of the relationships between the data, data we often only evaluate piecemeal.

Objectives:

To decide whether data is "good" or "bad."

To compare data to identify relationships.

To recognize the need to look at multiple data sources when evaluation is made of the population-food situation.

Grade Levels: 8-12

Time: One class period

Materials: The list of statements and chart included should be duplicated. The information comes from many sources and may or may not be current, but that must be tested by the group.

Procedure:

Step 1. Ask the students if they are pessimistic or optimistic about the chances of feeding the world and slowing rapid population growth in the future.

Step 2. Tell them that you would like them to rate some statements of fact. Using the chart, have them decide whether the statement, in their own judgment, is "good news" or "bad news." Have them copy the statement in the appropriate column or place the number of the statement in the column.

Step 3. Have the participants discuss the ratings. You might identify some statements and discover to what degree the participants agree on the rating for that statement.

Step 4. Discuss these questions:
Are there statements in one column that make another statement seem less bad or less good?
What other statements make a statement seem much better or much worse?
Take a statement and draw lines to the other statements on the list which affect it.
Does the data confirm your pessimism or optimism? Why?

Step 5. Ask the students if they have changed their minds about the ratings. Encourage them to collect more information that will help them evaluate the prospects for positive solutions to the population-food dilemma.

Follow-up:

Have the students write an opinion paper on the following statements:

1. Although world population is growing at an explosive rate (doubling every 35 years), this growth is not a large problem at the present time.

2. With modern technological know-how, the world will succeed in feeding its people in the future.

Further Suggestions:

1. Make a bulletin board with two sections--Good News and Bad News. Have people bring statements and place them on the board. These could be articles, pictures, etc. Let the group discuss the new information as it becomes available. This points out the continual process of data collection and attitude evaluation.

2. Put together a set of "Good News" statements and a set of "Bad News" statements about the population-food question. Which list outweighs the other?

3. Ask students to write a paper describing their views of the population-food situation as gleaned from the "Good News"-"Bad News" statements included in this activity.

4. Ask participants to indicate the types of information that they would require in order to adequately view the population-food question. The goal here is an appreciation of the multi-faceted nature of population-food issues, and the need to examine a wide variety of sources before formulating any opinions on the question.

STATEMENTS

1. Some countries are paying their farmers not to produce food.

2. Fifty nations are three times as crowded as the United States.

3. There are two billion acres of potentially arable land, most of it in the tropical regions of the world.

4. One-third of the arable land in the world is now used.

5. Much potential arable land must be irrigated.

6. Tropical land receives greater solar radiation and multiple crops could be raised each year on this land.

7. The soil in the tropics is very poor and erodes easily.

8. Infant death rates are dropping in almost every country of the world.

9. The universities of Latin America are graduating enough dentists each year to maintain the present ration of dentist to population.

10. A U.N. report on world housing estimated that over 900 million persons in Africa, Asia, and Latin America are without proper housing.

11. The world could catch 2½ times more fish from the sea than we now catch.

12. There is now a technique for sterilizing women that is much safer and less time consuming than previously used methods.

13. Abortion is now legal in the U.S.

14. Most nations of the world now have family planning programs.

15. In the U.S. 40% of women interviewed in 1960 said they wanted 4 or more children.

16. Many of the new high-yield varieties of grains have lower protein content than pre-World War II varieties.

17. Research is now concentrating on developing and testing grain varieties with higher protein content as well as possible additives to enrich the present varieties.

18. The population of the world is growing faster today than at any time in man's history.

19. It is possible, though too expensive at present, to cultivate algae in water or even on petroleum or the sewage from our cities. The algae, after processing, could serve as a food source.

20. Life expectancy has increased in most parts of the world.

21. There are more hungry mouths in the world today than ever before in history.

22. A fifth of the total U.S. wheat crop was shipped to India alone in both 1966 and 1967.

23. The use of improved seed lines, water control, more fertilizer, and disease and pest controls have together brought about sharp increases in grain production around the world.

24. In 1800 the birth rate in the U.S. was 55/1000 women aged 15-49. This rate has decreased to 17.2/1000 women in 1971.

25. America has 6% of the world's people and consumes at least 40% of the world's resources.

26. A map of the cultivated land on our planet shows the Eastern and Central U.S., Europe, the Russian plains, India, and China to be the major cropland areas; the most adequate soils, by far, are those of the American Midwest.

27. Most countries, including the U.S., are running out of land that can be converted into cropland.

28. Land not under cultivation will require immense inputs of money for clearing, irrigation, and fertilization to make it productive.

29. Much productive land is diverted to crops such as tobacco and coffee.

29. The food that is annually lost in India to pests, poor storage, and bad transportation could feed fifty million persons.

30. Less than five percent of the soils of the tropics are potentially fertile cropland.

31. Many Americans have been reduced to buying pet food as a source of protein.

32. The fastest growing national organization in the U.S. is Weight Watchers.

33. About half the children in the underdeveloped countries perish in infancy from hunger or malnutrition.

34. One farmer in the U.S. now feeds over 30 people.

35. The part of the population with average daily energy (caloric) intake below need minimums is 90% for Asia, 40% for Africa, and 30% for Latin America.

36. Almost three billion dollars are needed annually in the poorer nations to develop new crop lands to keep up with the population growth.

37. It takes 400 years to build up an inch of topsoil.

38. It takes $50 to bring an acre of new land into high productivity.

GOOD NEWS

BAD NEWS

SECTION 9

READING PROPAGANDA

INTRODUCTION

Propaganda is a term that is less understood the more often it is used. It is the promotion of an idea or doctrine in a forceful manner, either openly or clandestinely. Most people are familiar with the word and use it to describe information which is usually perceived in a negative light. The effectiveness of the term comes, not in what it means, but in how we use it as a category to classify information.

Problems arise when we use a category whose boundaries we don't understand or, even worse, don't care about.

There are many sources which explain and outline the major types of propaganda. Yet, simply knowing types of propaganda does not always make propaganda easier to identify or critically read.

Seldom, if ever, does a student have the luxury of reading material which indicates clearly that it is propaganda. There are some thinking skills that can be developed for reading that increase the students' recognitions and analyses of propaganda. Also, acquiring the reading skills will help dispel some wrong impressions about propaganda, such as propaganda is what they do; propaganda is always bad; and propaganda is always false.

Learning to analyze the function of propaganda, understanding how propaganda operates in political affairs, and detecting propaganda are useful reading skills for students in social studies classrooms. The following activities emphasize helping students identify and analyze propaganda in the context or environment where it occurs.

Title: WHAT I SAY AND WHAT IT MEANS

Introduction: Many people use words to convey a meaning that may or may not adequately reflect their feelings or beliefs. This is a form of propaganda, even though the confusion in communication is unintentional. Politicians are masters with words. And, propaganda is one of a politician's main weapons on the campaign trail. Many political figures are elected because they use words intentionally to acquire a predicted reaction from the voters, regardless of their own feelings and beliefs. In this exercise, students are exposed to common political phrases that most likely will leave the student wondering about the purpose of using such statements. They will question the real meaning and purpose behind the use of "canned" statements. Such a concern or healthy skepticism is the first step in critically reading propaganda.

Objectives:

To question the use of canned phrases by any person wanting to communicate an idea or feeling.

To demonstrate, using political propaganda, that what a person says is not always what a person means.

To recognize that a key function of propaganda is to get the listener or reader to perceive reality in a way that is consistent with the goals of those who produce the propaganda.

Grade Level: 8-12

Time: 30-50 minutes

Materials: Copies of "Would You Believe?" for each student in class.

Procedure:

Step 1. Ask students to try to explain why commercial advertisers use the same phrases over and over again when trying to sell their products. Are the phrases dumb? Do the students think that people enjoy hearing the same phrase over and over? Is the American public, in general, guilty of being slow learners? (Students should focus on the fact that repetition helps one remember, but that repetition of contrived phrases also has a tendency to induce the reader or listener to think that the message is true.)

Step 2. Have students demonstrate how effective these phrases are by naming a few. List them on the board. Discuss the phrases. Are they true? Can the promises mentioned in the jingle or phrase be accomplished? Does it matter if you buy the product whether a statement is true or false? (These phrases are good examples of one function of propaganda. Good

propaganda is believable. It has to be or it would not be propaganda for very long.)

Step 3. Mention that politicians also use propaganda. Tell the class that you will give them a list of phrases that have been used by politicians during the last 5-10 years. Mention that what the politician said is not always what was meant, although it is expected that you will believe what is said. Hand out the worksheet titled "Would You Believe?" Have students match the statement on the left-hand side of the page with the meaning on the right-hand side that best indicates the hidden meaning of the phrase.

Step 4. Discuss these questions:

a. In what ways are the politicians' statements similar to sayings found in commercials? (Repeated often; want or need you to believe that the statement is true; stated with the reader or listener in mind; jargon; and hidden meanings.)
b. Would these statements be propaganda if the persons saying them really believe what they are saying?
c. Why is it important to be critical of what you read, especially with political statements or documents? (There are mixed motives in political discourse. People try to control others through language. What is said is not always what is meant.)
d. Why doesn't a politician use the phrases that reflect what is really being said? (Wants to get elected; people don't like the "truth"; is easier to believe a white lie.)

Step 5. Encourage the students to criticize what they read. How can the students determine whether certain phrases or statements are propaganda or not? (One good way is to notice the degree to which the speaker avoids jargon, truisms, overgeneralizations, cliches, or standard phrases. Statements using these techniques can indicate that the speaker is possibly engaged in propaganda tactics.)

WOULD YOU BELIEVE?*

Politicians often use phrases we have all heard before. One might wonder why these phrases are used over and over again. Are they true? Does the speaker seriously mean what he/she is saying? Is the speaker really saying anything at all?

Your task is to match the phrase on the left side spoken by politicians with the translation on the right side that most nearly reflects the possible or hidden or "real" meaning of the phrase. Draw a line from the statement to its translation.

Statement	Translation
1. "Peace with honor."	1. My opponent does not know what he is talking about.
2. "Never has democratic government been more gravely endangered."	2. I'm right and you're wrong.
3. "On the way over here, a little girl came up to me and said . . ."	3. Do as I say and in time you may be elected to public office to do as I do.
4. "America, love it or leave it."	4. My polls show I am likely to be beaten.
5. "My opponent has a point, but . . ."	5. The polls show I have won if I play it cool.
6. "Let us not judge a man by the way he wears his hair."	6. I trust everyone has noticed that my opponent has not cut his hair for more than a year.
7. "I will never stoop to smear an innuendo."	7. This isn't really true, of course, but my television advisor says it is good for my image to tell anecdotes like this.
8. "The disgruntled young must learn to work effectively within the system for the reforms they so ardently desire."	8. War.

*Adapted from Russell Baker, The Forked-Tongue Phrase Book: How to Translate Our Campaigning Politicians (New York: Scholastic Magazines, Inc., 1973).

Title: TO DESTROY IN ORDER TO SAVE

Introduction: This activity deals with government propaganda. In this case, the propaganda is from the United States federal government. The concern is with the function of the propaganda, not with what country is using the technique; the question is not whether the tactic was justified, useful, or necessary. The focus is on how propaganda is an intentional mechanism for fostering a particular perspective or frame of reference and interpretation upon the reader. Whether or not a student agrees with the propaganda is a question that should be addressed.

Objectives:

To document government propaganda.

To examine some possible motives behind government propaganda.

Grade Level: 9-12

Time: 40 to 50 minutes

Materials: Copies of "War and Propaganda" and "To Destroy in Order to Save" for each student

Procedure:

Step 1. Mention to the students that all propaganda has a purpose or goal, especially government propaganda. Hand out the sheet titled "War and Propaganda." Ask students to read the examples and explain the purpose or goal of the U.S. government in using such propaganda. (To make the enemy less than human, to raise as little public concern as possible.) Do you agree with the government's goal? Are the statements any less propagandist if you agree or disagree with the purpose of the statements and their use? In what way is propaganda always an attempt to control the reader?

Step 2. Hand out the reading "To Destroy in Order to Save" to the class. Have students read the article and identify the concern about words and propaganda that is being expressed by the author. Discuss the contradictions they find in the article.

WAR AND PROPAGANDA

Due to distance from a war and mediation by the mass media, our vocabulary often expresses human tragedy in a cold, mechanical way. Military jargon especially uses euphemisms to describe human tragedy. Further, the effect of government propaganda and the conventional wisdom of the Cold War has been to give strong connotations to words used to describe both our side and the enemy.

The following examples are from the reporting of the Vietnam War. One can quickly see that much of the vocabulary used in discussion of the war is heavily value-laden. Realizing this, one should begin to examine the beliefs on which those connotations rest.

Place a U.S. next to the terms used to refer to U.S. actions, attitudes, people, policies, or beliefs about North Vietnam.

Example: We called them Vietcong. They called themselves National Liberation Front. What's the difference?

1. guerrilla vs Special Forces. Who is who?
2. team (of soldiers) vs band (of guerrillas)
3. North Vietnam vs Democratic Republic of Vietnam
4. spy vs intelligence agent
5. assassinate vs kill
6. terror (violence) vs force
7. control (NLF areas) vs govern (Saigon areas)
8. fanatics vs heroes
9. aggression vs defense
10. sneak attack (ambush) vs battle
11. infiltrator vs advisor (troop)
12. cadre vs government official
13. dictator vs leader
14. cowardice vs patriotism
15. peasant vs farmer
16. indoctrination vs education

17. propaganda vs publicity

18. kidnap vs capture

19. duped (used) vs trained

20. conspiracy vs alliance

21. satellites vs allies

22. herdes vs human waves

23. anti-personnel weapons vs guns and tanks

24. kill ratio vs Americans killed in battle

CAN YOU ADD MORE?

TO DESTROY IN ORDER TO SAVE[2]

In the winter of 1968, when an American officer explained the bombardment of the city of Ben Tre, in South Vietnam, by saying, "It became necessary to destroy the town to save it," it was almost immediately obvious that, with unwitting, insane brilliance, he had penetrated to the very heart of what was then the Vietnam war. And since then we have seen two more countries being saved in this same strange way. Recently, a second saying, with an equally broad and equally unintended meaning, emerged from the war as a companion saying to the first. This was Lieutenant Calley's remark, at his court-martial, that the alleged shooting by American soldiers of people they had just pushed into a ditch at My Lai "wasn't any big deal." Calley was talking about the extinction of one group of villagers--itself hardly a small matter--but his remark, like the earlier remark, sums up a prevailing attitude toward the entire war. For ten years, the military and government officials from the top to the bottom of three Administrations have been trying to tell the American people that the war wasn't any big deal. This message has come in a hundred forms. It is behind that whole new lexicon of anesthetic language which has emerged from the war. At different times, we've been vigorously told that it wasn't a war but just a rather heavily armed aid program; that it was a war but that it was over, or virtually over, and that it was perfectly normal to fight a war for ten years, and if you thought that was too long, you were a "neo-isolationist." Denying the reality of the war has become a bureaucratized and institutionalized occupation. It is the full-time job of thousands of public relations men. When we think of propaganda, we usually think of a maniac with a bullhorn shouting hysterical slogans to an excited mob; it's time we recognized that the American kind of propaganda isn't like this. Ours is soothing. It puts people to sleep instead of stirring them up. It is quiet, persistent, and pervasive. Whereas the impassioned voices get tired, this voice goes on like interminable Muzak. In this sporific climate, the war intermittently vanishes and reappears.

We read that South Vietnamese troops were accidentally bombed with napalm, and we suddenly realize that we had forgotten all about napalm, which is used no less than it was six years ago, when it seemed that all anyone talked about was how awful napalm was. The planes, too, disappear and reappear. On television, you hear Douglas Pike, a respected academic expert on contemporary Vietnamese society, say that the "military aspect" of the war ended in 1968, and that in the last five or six months there has been "very little American military offensive activity." Then you remember that the heaviest bombing campaign in history is at present underway in Indo-China. This scholar is able to give highly detailed descriptions of the power struggles within the North Vietnamese government, and is even willing to speculate on what the precise vote was in the secret meetings of the North Vietnamese Politburo, but the American planes over Indo-China--and there are more than a thousand of them--have become invisible to him. A few days later, we read that the President has described

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[2]"Notes and Comments," The New Yorker 47, no. 5 (March 20, 1971).

himself as "a pacifist." He predicts that this may be the last war we'll ever fight in. But just the previous day this pacifist sent up a thousand planes to bomb Indo-China. Had they been dropping stones instead of high explosives, the damage to the four countries they flew over would still have been great. The President says that the war is almost over--getting smaller every day. Some generals go even further and say that the war actually is over. In short, no big deal. But then what are the thousand planes doing? Furthermore, to judge from the tepid response in our country to the growing danger of war with China, we can no longer see the threat of even the biggest deal of all--what would truly be the last war, for everybody. Like the war in Indo-China, that war would be fought for nothing. And if we reach that dread pass, and if any Americans survive, there may well be one among them who will say, "We had to destroy the world in order to save it. But don't worry. It wasn't any big deal."

Title: SOME COMMUNIST DOUBLE-TALK

Introduction: Word meanings are strongly affected by political allegiance. In fact, it is often very important for a particular government to have everyone believing or accepting a similar meaning for certain key words. During the 1950s and early 1960s, this phenomenon of word meaning propaganda was working in the United States regarding communism. The following activity documents the political overtones that word meanings sometimes have. A prior discussion about communism may be warranted, depending on the students' knowledge of ideologies.

Objectives:

To understand that propaganda often functions by telling people what someone else's words mean or should mean.

To see how different interpretations/meanings of the same words can be used by different people.

Grade Level: 6-12

Time: 20-30 minutes

Materials: Copies of "Some Communist Double-Talk" for each student.

Procedure:

Step 1. Ask the students if they can recall times when someone has told them what was meant by a word or statement. For example, a student says, "This is a dumb assignment." The teacher responds by saying, "What you really mean is that you can't handle this assignment." Have students suggest other examples.

Step 2. Mention that this interpretation of words is another tactic of propaganda. Instead of trying to convince you that he is right, one convinces you that he knows what you are saying, even if you don't. Explain that this tactic is sometimes used by governments and people concerned with what others think about another country if left to think for themselves. Therefore, the propagandist, good intentions aside, does the thinking for you.

Step 3. Ask the students what the following terms mean to them: Liberation, Aggression, Peace. Ask the students if they think the terms have the same meaning for Russians (people in Russia, Russian Communist Party, and Russian leaders). (Students should realize that terms mean different things to different people, depending on the circumstances involved.) Ask students if terms like "liberation" and "peace" can be used as propaganda in ways that do not meet with their own definition of the term. How can different countries (ideologies) use different definitions of the same term?

Step 4. Tell the students that you want to show them an example of propaganda about propaganda. Pass out "Some Communist Double-Talk" to them. As they read the handout, ask them to evaluate the reading. What examples of propaganda can the students identify, assuming that there is only one meaning to a word? The flier tries to get readers to believe that all communists take the word "liberation" to mean "armed conquest of free people." Could this be true? How can the author make such an assumption? Is this situation similar to the teacher telling the student what is meant by calling the lesson dumb?

Step 5. Assuming that the author is concerned about the misuse of words by other nations, discuss how his point could be made without resorting to more propaganda techniques.

SOME COMMUNIST DOUBLE-TALK*

that fools **SOME** of the PEOPLE, **SOME** of the TIME

WHAT WE CALL	COMMUNISTS CALL
"Armed conquest of free people"	→ "LIBERATION"
"Any military or defensive action by a nation in the Free World"	→ "AGGRESSION"
"Any joint defensive action by non-Communist nations"	→ "CAPITALIST ENCIRCLEMENT"
"Any independent thinking"	→ "DEVIATIONISM"
"Nobody fighting Communism"	→ "PEACE"
"Working people who favor Communism"	→ "PROLETARIAT"
"Working people who don't favor Communism"	→ "DUPES of WALL ST. BANKERS"
"Communism behind Iron Curtain"	→ "SOCIALISM"
"Any action by Free Nations"	→ "IMPERIALISM"

etc., etc., etc. --

*From What Everyone Should Know about Communism (Greenfield, Mass.: Channing L. Bete Co., 1962).

Title: NO NIPPON: NO CHINA

Introduction: Propaganda is often hard to stop simply because those who produce the propaganda do not see their message as propaganda. The reading, "No Nippon: No China," is an excellent example of rationalization by the Japanese government. As students read the article, they underline those statements that explain why the Japanese are taking the actions described in the reading. Then, students discuss the factors that make this article a propaganda document.

Objective:

To have students identify the propaganda techniques of rationalization by having them underline statements in an article that provide the rationale for behavior.

Grade Level: 9-12

Time: 30 to 50 minutes

Materials: Copies of "No Nippon: No China" for each student

Procedure:

Step 1. Tell the students that you would like to have them read some propaganda. Mention that you have two purposes in mind.
1. That students understand how rationalization operates in propaganda.
2. That students understand the fact that good rationalization results in many persons not perceiving the information or message as propaganda even when it is.

Step 2. Hand out the reading "No Nippon: No China" to the class. As they read it, have them circle any statements that explain why the Japanese are acting the way they are.

Step 3. Discuss the article.
1. Why would some Japanese not see this article as propaganda? (They accept the rationale for the actions.)
2. If the Japanese were truly operating on the motives stated in the article, would the document still be considered propaganda? (Yes. Justifying a political position without consideration of other views is propaganda.)

Step 4. Give students examples of statements they might not think are propagandist because they believe the rationale. Have them explain how someone in another country could read that statement as U.S. propaganda. Think of your own examples or use the following:

Food For Peace
Good Neighbor Policy
Manifest Destiny